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ABSTRACT

This study evaluated a one day Memphis State University workshop for adult basic education (ABE) personnel, and sought to determine relationships between certain participant characteristics and reactions to the workshop. Financed under Title 1, Higher Education Act of 1965, the workshop covered guidance and counseling, curriculum development, problems in teaching undereducated adults, and opportunities for ABE personnel to pursue graduate level training. All 77 participants completed the 20 point Kropp-Verner Evaluation Scale and a special personal data and reaction questionnaire. These were among the findings: (1) 61% of participants felt that the workshop had great value in meeting individual and professional needs; (2) 68% felt the workshop experience would increase their job effectiveness; (3) between 61% and 68% rated the three speakers as highly effective; (4) those who saw the workshop as valuable in meeting personal and professional needs tended to be married men, 35 or older, with a baccalaureate degree, at least two academic years of ABE experience, and over ten years' experience in secondary education; (5) those who felt the workshop would increase their performance were most often 35 or older, with a baccalaureate degree, less than a year of ABE experience, and ten or fewer years of other teaching experience. (LY)

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EVALUATION OF AN ADULT BASIC EDUCATION ORIENTATION WORKSHOP FOR MEMPHIS CITY SCHOOLS PERSONNEL

By

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and

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of the Higher Education Act of 1965
and Memphis State University

Memphis State University
Memphis, Tennessee

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Memphis City Schools

Mr. Jimmy Jordan
Supervisor of Adult Education
Memphis City Schools

Mrs. Iola Vaught
Level II ABE Teacher
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CHAPTER I

INTRODUCTION

Background

In order to up-grade the quality of adult basic education personnel in the Memphis City Schools, a decision was made to conduct a workshop relative to general orientation toward the ABE program. The decision to keep the level of instruction at a general level and cover several topics was due to the large number of new teachers in the program.

This workshop covered guidance and counseling, curriculum development, problems relative to teaching the undereducated adult, and possibilities for the personnel to further their knowledge of adult education at the graduate level. It was held at Memphis State University, October 17, 1969, and was jointly sponsored by the University and the Memphis City Schools Adult Education Division, with the aid of a Title I of the Higher Education Act Grant.

Purpose of the Study

The purpose of this study was to determine the over-all effectiveness of the workshop. It was further concerned with determining if there were any differences between the value ascribed to the workshop and certain characteristics of the participants.

Methodology

Source of Data

An announcement of the workshop was sent to all ABE personnel in the Memphis City School System. All those attending were included in the study. A total of 77 persons attended, and the same number returned the evaluation forms. This resulted in a completion rate of 100 per cent.

Collection of Data

Two instruments were used to collect the data in this study. The first was an evaluation scale developed by Russell Kropp and Coolie Verner.[1] The second was a questionnaire developed by the writers which attempted to gather personal data relative to the participants and their reaction toward the workshop.[2]

The participants were instructed to read through all the Kropp-Verner Scale items and then to check only those items that described most accurately their reactions to the total training session. They were then asked to fill out the attached questionnaire (See Appendix L for both the scale and the questionnaire).

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[1] Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Vol. VII, No. 4 (Summer, 1957), pp. 212-215.

[2] Additional data were gathered regarding the participants' preference for future workshops and their desire to further their knowledge about adult education at the graduate level at Memphis State University. This data will be presented in Chapter Two, which will be devoted to the numerical and percentage responses to the items in the questionnaire. No discussion will be presented in this regard. An analysis of this data was also made relative to certain characteristics of the participants; however, no discussion will be presented regarding this. Rather, the tables can be found in Appendix N, and interpretation is left strictly to the reader.

The data obtained were coded and punched on data processing cards and analyzed using the facilities of the Memphis State University Computer Center.

Description of Dependent Variables

The first dependent variable used in this study was the degree of value of the workshop as rated by the participants. This was determined by the use of a scale developed by Kropp and Verner.[3] It consisted of twenty items arranged in rank order of value, with number one being the best thing that could be checked about the program, item number two, the second best, and so on, with item number twenty being the least favorable response.

A median score value was determined for each of these twenty items by Kropp and Verner. This ranged from 1.13 for item number one to 10.89 for item number twenty. The closer a participant's score approximates 1.13, the higher the rating for any given training session.

When this scale was administered to the participants, the scores ranged from 1.69 to 7.95. The mean score for all participants was 4.34, which placed the average value of the workshop at approximately item number seven.

As can be deduced from this, the over-all reaction to the training session was very favorable. For the purpose of analysis, a decision was made to divide the scores in approximately three equal groups as far as number of participants were concerned. It was felt that this would provide a relative measure of the degree of expressed value suitable for the purpose of comparative analysis in this study. This resulted in the following groupings:

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[3] Ibid

1. High: Those participants scoring from 1.69 to 3.71. This comprised 23 participants.
2. Medium: Those participants scoring from 3.72 to 4.70. This comprised 27 participants.
3. Low: Those participants scoring from 4.71 to 7.95. This comprised 27 participants.

The other dependent variables were the following:

1. Degree of value of the variety and quality of workshop instruction.
2. Degree of effectiveness of speakers Bubsy, Dutton, and Jordan.
3. Whether workshop will increase job effectiveness.

These were measured by the participants reaction to various statements in the questionnaire.

Statistical Technique

Originally, the writers had planned to examine statistical association between variables by means of the chi-square test of association. This is a standard test used to determine whether empirically obtained cell frequencies differ significantly from the theoretical cell frequencies that one should expect to obtain, given any set of row and column variables.[4] However, due to the large number of low expected cell frequencies, the validity of the test would be highly questionable. Therefore, only frequency distributions and percentages will be included.

---

[4] George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 166

Hypotheses

Originally, hypotheses were developed for testing; however, due to the deletion of the statistical test for determining their tenability, no hypotheses will be stated here.

Definition

For the purpose of this study, the term listed below was defined as follows:

> Other: This is a category under the heading of "marital status" in the tables and includes those persons who were separated, divorced, or widowed.

CHAPTER II

PRESENTATION OF DATA BY ITEM

The purpose of this chapter is to present a profile of the participants and the results of the numerical and percentage responses to the items in the questionnaire.[1] No attempt will be made to discuss or analyze any of these in this chapter. This responsibility must be borne by the reader.

TABLE 1.--Profile of Participants

Characteristic	Category	Number	Per cent
1. Sex	Male	21	27.3
	Female	54	70.1
	Unknown	2	2.6
	TOTAL	77	100.0
2. Marital Status	Single	12	15.6
	Married	48	62.3
	Other	14	18.2
	Unknown	3	3.9
	TOTAL	77	100.0
3. Age	Less than 35	35	45.5
	35 and over	41	53.2
	Unknown	1	1.3
	TOTAL	77	100.0

---

[1] This will include items that are not directly related to the evaluation of the workshop but consisted of data that it was felt would be helpful in future planning for meeting the continuing education needs of these participants.

TABLE 1.--Continued

Characteristic	Category	Number	Per cent
4. Educational Level	Bachelor's degree	43	55.8
	Master's degree	28	36.4
	Unknown	6	7.8
	TOTAL	77	100.0
5. Experience in ABE	Less than 1 academic year	28	36.4
	1-2 academic years	14	18.2
	More than 2 academic years	33	42.8
	Unknown	2	2.6
	TOTAL	77	100.0
6. ABE Teaching Level	Level I	12	15.6
	Level II	23	29.9
	Level III	38	49.3
	Unknown	4	5.2
	TOTAL	77	100.0
7. Years Teaching Experience Other Than ABE	0-10 years	44	57.1
	More than 10 years	33	42.9
	TOTAL	77	100.0
8. Past Experience Has Been in Primarily	Elementary education	48	62.3
	Secondary education	26	33.8
	Unknown	3	3.9
	TOTAL	77	100.0

TABLE 2.--Numerical and percentage responses to items in questionnaire

Item	Category	Number	Per cent
1. How well did the variety and quality of instruction at this workshop meet your individual and professional needs?	Little value	14	18.4
	Undecided	16	21.1
	Much Value	46	60.5
	TOTAL	76	100.0
2. Rate the degree of effectiveness of speaker Busby.	Low	3	3.9
	Medium	22	28.6
	High	52	67.5
	TOTAL	77	100.0
3. Rate the degree of effectiveness of speaker Dutton.	Low	1	1.3
	Medium	27	35.1
	High	49	63.6
	TOTAL	77	100.0
4. Rate the degree of effectiveness of speaker Jordan.	Low	4	5.2
	Medium	26	33.8
	High	47	61.0
	TOTAL	77	100.0
5. Degree of interest in workshop on recruitment and retention	Low	5	9.1
	Medium	14	25.5
	High	36	65.4
	TOTAL	55	100.0
6. Degree of interest in workshop on methods and techniques.	Low	2	3.0
	Medium	10	14.9
	High	55	82.1
		67	100.0
7. Degree of interest in workshop on testing and evaluation.	Low	6	10.5
	Medium	18	31.6
	High	33	57.9
	TOTAL	57	100.0
8. Degree of interest in workshop or curriculum development.	Low	5	8.8
	Medium	24	42.1
	High	28	49.1
	TOTAL	57	100.0

TABLE 2.--Continued

Item	Category	Number	Per cent
9. Degree of interest in workshop on group dynamics.	Low	4	7.0
	Medium	26	45.6
	High	27	47.4
	TOTAL	57	100.0
10. Degree of interest in workshop on guidance and counseling	Low	9	15.3
	Medium	17	28.8
	High	33	55.9
	TOTAL	59	100.0
11. Degree of interest in workshop on placement of students.	Low	9	15.5
	Medium	14	24.1
	High	35	60.4
	TOTAL	58	100.0
12. Degree of interest in workshop on adult learning.	Low	2	3.3
	Medium	12	20.0
	High	46	76.7
	TOTAL	60	100.0
13. Degree of interest in workshop on development of materials	Low	5	9.3
	Medium	18	33.3
	High	31	57.4
	TOTAL	54	100.0
14. Degree of interest in master teaching demonstration	Low	3	4.5
	Medium	10	14.9
	High	54	80.6
	TOTAL	67	100.0
15. Degree of interest in workshop on consumer education	Low	6	11.8
	Medium	28	54.9
	High	17	33.3
	TOTAL	51	100.0
16. Which of the previous mentioned would be the most interesting to you?	Recruitment and retention	8	11.7
	Methods and techniques	24	35.4
	Testing and evaluation	1	1.5
	Curriculum development	3	4.4
	Group dynamics	2	2.9
	Guidance and counseling	3	4.4
	Placement of students	3	4.4
	Adult Learning	6	8.8
	Development of materials	1	1.5
	Teaching Demonstration	14	20.6
	Consumer education	3	4.4
	TOTAL	68	100.0

TABLE 2.--Continued

Item	Category	Number	Per cent
17. Which of the previous mentioned workshops would be the second most interesting to you?	Recruitment and retention	3	4.5
	Methods and techniques	16	24.2
	Testing and evaluation	5	7.6
	Curriculum development	7	10.6
	Group dynamics	5	7.6
	Guidance and counseling	5	7.6
	Placement of students	4	6.1
	Adult learning	9	13.6
	Development of materials	3	4.5
	Teaching demonstration	8	12.2
	Consumer education	1	1.5
	TOTAL	66	100.0
18. Which of the previous mentioned workshops would be the third most interesting to you?	Recruitment and retention	4	6.1
	Methods and techniques	9	13.6
	Testing and evaluation	3	4.5
	Curriculum development	4	6.1
	Group dynamics	4	6.1
	Guidance and counseling	10	15.1
	Placement of students	5	7.6
	Adult learning	8	12.0
	Development of materials	5	7.6
	Teaching demonstration	10	15.2
	Consumer education	4	6.1
	TOTAL	66	100.0
19. Combined total of the responses to the importance of the workshops, including first, second, and third places.	Recruitment and retention	15	7.5
	Methods and techniques	49	24.5
	Testing and evaluation	9	4.5
	Curriculum development	14	7.0
	Group dynamics	11	5.5
	Guidance and counseling	18	9.0
	Placement of students	12	6.0
	Adult learning	23	11.5
	Development of materials	9	4.5
	Teaching demonstration	32	16.0
	Consumer education	8	4.0
	TOTAL	200	100.0

TABLE 2.--Continued

Item	Category	Number	Per cent
20. Do you feel that this workshop experience will increase your effectiveness on the job?	Yes	60	88.2
	No	8	11.8
	TOTAL	68	100.0
21. I am interested in attending adult education courses at Memphis State University.	Yes	43	59.0
	No	30	41.0
	TOTAL	73	100.0
22. I would prefer adult education courses at the following level.	Graduate	38	95.0
	Undergraduate	2	5.0
	TOTAL	40	100.0
23. I would prefer to attend adult education classes on the following day (first choice).	Monday	19	45.2
	Tuesday	6	14.3
	Wednesday	2	4.8
	Thursday	2	4.8
	Friday	5	11.9
	Saturday	8	19.0
	TOTAL	42	100.0
24. I would prefer to attend adult education courses on the following day (second choice).	Monday	5	15.2
	Tuesday	9	27.3
	Wednesday	8	24.2
	Thursday	4	12.1
	Friday	2	6.0
	Saturday	5	15.2
	TOTAL	33	100.0
25. Combined total of first and second place preference for day of attending class.	Monday	24	32.0
	Tuesday	15	20.0
	Wednesday	10	13.3
	Thursday	6	8.0
	Friday	7	9.3
	Saturday	13	17.4
	TOTAL	75	100.0

CHAPTER III

COMPARISON OF SELECTED ITEM DATA WITH SELECTED CHARACTERISTICS OF THE PARTICIPANTS

The purpose of this chapter is to present the data as compiled into frequency tables. Due to the deletion of hypotheses and statistical technique, explanations will not be given as it is felt that the results are easily discernible. The responsibility for persuing these tables is left with the reader. A summary will be given in Chapter IV.

The data that follow include a comparison between selected characteristics of adult basic education personnel (sex, marital status, age, educational level, experience in ABE, ABE major teaching level, years teaching experience other than ABE, and whether past experience has been in primarily elementary or secondary education) and the following:

1. The degree of value ascribed to the variety and quality of the workshop instruction toward meeting the participants' individual and professional needs.
2. The degree of effectiveness ascribed to speaker Busby.
3. The degree of effectiveness ascribed to speaker Dutton.
4. The degree of effectiveness ascribed to speaker Jordan.
5. Whether the participants felt that the workshop experience would increase job effectiveness.
6. The degree of value ascribed to the over-all workshop as measured by the Kropp-Verner Scale.

TABLE 3.--The association of selected characteristics of adult basic education personnel and the value they ascribed to the variety and quality of workshop instruction toward meeting their individual and professional needs

Characteristic	Value							
	Little Value		Undecided		Much Value		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	6	28.6	1	4.8	14	66.6	21	100.0
Female	8	15.1	15	28.3	30	56.6	53	100.0
Marital Status								
Single	3	25.0	4	33.3	5	41.7	12	100.0
Married	9	19.1	7	14.9	31	66.0	47	100.0
Other	2	14.3	5	35.7	7	50.0	14	100.0
Age								
Less than 35	8	22.2	8	22.2	20	55.6	36	100.0
35 and over	5	12.8	8	20.5	26	66.7	39	100.0
Educational Level								
Bachelor's degree	6	14.3	8	19.0	28	66.7	42	100.0
Master's degree	7	25.0	7	25.0	14	50.0	28	100.0
Experience in ABE								
Less than 1 academic year	5	18.5	8	29.6	14	51.9	27	100.0
1-2 academic years	4	28.6	2	14.3	8	57.1	14	100.0
More than 2 academic years	5	15.2	5	15.2	23	69.6	33	100.0

ABE Teaching Level								
Level I	2	16.7	3	25.0	7	58.3	12	100.0
Level II	3	13.6	4	18.2	15	68.2	22	100.0
Level III	8	21.1	7	18.4	23	60.5	38	100.0
Years Teaching Experience Other Than ABE								
0-10 years	11	25.6	7	16.3	25	58.1	43	100.0
More than 10 years	3	9.1	9	27.3	21	63.6	33	100.0
Past Experience Has Been in Primarily								
Elementary education	8	17.0	13	27.7	26	55.3	47	100.0
Secondary education	5	19.2	3	11.5	18	69.3	26	100.0

TABLE 4.--The association of selected characteristics of adult basic education personnel and the degree of effectiveness ascribed to speaker Busby

Characteristic	Degree of Effectiveness							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	1	4.8	7	33.3	13	61.9	21	100.0
Female	2	3.8	15	28.3	36	67.9	53	100.0
Marital Status								
Single	0	0.0	6	54.5	5	45.5	11	100.0
Married	2	4.2	10	20.8	36	75.0	48	100.0
Other	1	7.1	7	50.0	6	42.9	14	100.0
Age								
Less than 35	1	2.7	11	29.7	25	67.6	37	100.0
35 and over	2	5.3	12	31.6	24	63.1	38	100.0
Educational Level								
Bachelor's degree	1	2.4	12	28.6	29	69.0	42	100.0
Master's degree	2	7.1	9	32.1	17	60.8	28	100.0
Experience in ABE								
Less than 1 academic year	1	3.6	12	42.9	15	53.5	28	100.0
1-2 academic years	1	7.1	2	14.3	11	78.6	14	100.0
More than 2 academic years	1	3.1	9	28.1	22	68.8	32	100.0

ABE Teaching Level								
Level I	1	8.3	6	50.0	5	41.7	12	100.0
Level II	2	8.7	6	26.1	15	65.2	23	100.0
Level III	0	0.0	8	21.6	29	78.4	37	100.0
Years Teaching Experience Other Than ABE								
0-10 years	2	4.7	10	23.3	31	72.0	43	100.0
More than 10 years	1	3.0	13	39.4	19	57.6	33	100.0
Past Experience Has Been in Primarily								
Elementary education	2	4.3	19	40.4	26	55.3	47	100.0
Secondary education	1	3.8	4	15.4	21	80.8	26	100.0

TABLE 5.--The association of selected characteristics of adult basic education personnel and the degree of effectiveness ascribed to speaker Dutton

Characteristic	Degree of Effectiveness							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	0	0.0	9	42.9	12	57.1	21	100.0
Female	1	2,0	16	31.4	34	66.6	51	100.0
Marital Status								
Single	0	0.0	6	54.5	5	45.5	11	100.0
Married	1	2.2	16	34.8	29	63.0	46	100.0
Other	0	0.0	4	28.6	10	71.4	14	100.0
Age								
Less than 35	1	2.8	16	44.4	19	52.8	36	100.0
35 and over	0	0.0	10	27.0	27	73.0	37	100.0
Educational Level								
Bachelor's degree	1	2.5	14	35.0	25	62.5	40	100.0
Master's degree	0	0.0	10	35.7	18	64.3	28	100.0
Experience in ABE								
Less than 1 academic year	1	3.6	12	42.9	15	53.5	28	100.0
1-2 academic years	0	0.0	2	15.4	11	84.6	13	100.0
More than 2 academic years	0	0.0	12	38.7	19	61.3	31.	100.0

ABE Teaching Level								
Level I	1	8.3	5	41.7	6	50.0	12	100.0
Level II	0	0.0	10	45.5	12	54.5	22	100.0
Level III	0	0.0	10	27.8	26	72.2	36	100.0
Years Teaching Experience Other Than ABE								
0-10 years	1	2.4	14	33.3	27	64.3	42	100.0
More than 10 years	0	0.0	12	37.5	20	62.5	32	100.0
Past Experience Has Been in Primarily								
Elementary education	1	2.1	21	45.7	24	52.2	46	100.0
Secondary education	0	0.0	5	20.0	20	80.0	25	100.0

TABLE 6.--The association of selected characteristics of adult basic education personnel and the degree of effectiveness ascribed to speaker Jordan

Characteristic	Degree of Effectiveness							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	2	9.5	7	33.3	12	57.2	21	100.0
Female	4	7.4	17	31.5	33	61.1	54	100.0
Marital Status								
Single	0	0.0	5	41.7	7	58.3	12	100.0
Married	3	6.3	14	29.2	31	64.5	48	100.0
Other	3	21.4	5	35.7	6	42.9	14	100.0
Age								
Less than 35	2	5.4	13	35.1	22	59.5	37	100.0
35 and over	4	10.3	12	30.7	23	59.0	39	100.0
Educational Level								
Bachelor's degree	3	7.0	13	30.2	27	62.8	43	100.0
Master's degree	3	10.7	9	32.1	16	57.2	28	100.0
Experience in ABE								
Less than 1 academic year	5	17.9	10	35.7	13	46.4	28	100.0
1-2 academic years	0	0.0	6	42.9	8	57.1	14	100.0
More than 2 academic years	1	3.0	8	24.2	24	72.8	33	100.0

ABE Teaching Level								
Level I	1	8.3	6	50.0	5	41.7	12	100.0
Level II	2	8.7	6	26.1	15	65.2	23	100.0
Level III	2	5.3	10	26.3	26	68.4	38	100.0
Years Teaching Experience Other Than ABE								
0-10 years	3	6.8	12	27.3	29	65.9	44	100.0
More than 10 years	3	9.1	13	39.4	17	51.5	33	100.0
Past Experience Has Been in Primarily								
Elementary education	4	8.3	18	37.5	26	54.2	48	100.0
Secondary education	2	7.7	7	26.9	17	65.4	26	100.0

TABLE 7.--The association of selected characteristics of adult basic education personnel and whether they felt that the workshop experience would increase job effectiveness

Characteristic	Reaction					
	Yes		No		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Sex						
Male	19	90.5	2	9.5	21	100.0
Female	40	87.0	6	13.0	46	100.0
Marital Status						
Single	6	75.0	2	25.0	8	100.0
Married	39	88.6	5	11.4	44	100.0
Other	13	92.9	1	7.1	14	100.0
Age						
Less than 35	31	86.1	5	13.9	36	100.0
35 and over	29	93.5	2	6.5	31	100.0
Educational Level						
Bachelor's degree	35	92.1	3	7.9	38	100.0
Master's degree	22	84.6	4	15.4	26	100.0
Experience in ABE						
Less than 1 academic year	26	100.0	0	0.0	26	100.0
1-2 academic years	9	69.2	4	30.8	13	100.0
More than 2 academic years	24	85.7	4	14.3	28	100.0

ABE Teaching Level						
Level I	9	81.8	2	18.2	11	100.0
Level II	18	90.0	2	10.0	20	100.0
Level III	31	88.6	4	11.4	35	100.0
Years Teaching Experience Other Than ABE						
0-10 years	32	82.1	7	17.9	39	100.0
More than 10 years	28	96.6	1	3.4	29	100.0
Past Experience Has Been in Primarily						
Elementary education	35	85.4	6	14.6	41	100.0
Secondary education	22	91.7	2	8.3	24	100.0

TABLE 8.--The association of selected characteristics of adult basic education personnel and the degree of value ascribed to the workshop, as measured by the Kropp-Verner Scale

Characteristic	Degree of Value							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	5	23.8	10	47.6	6	28.6	21	100.0
Female	18	33.4	16	29.6	20	37.0	54	100.0
Marital Status								
Single	4	33.3	6	50.0	2	16.7	12	100.0
Married	13	27.1	16	33.3	19	39.6	48	100.0
Other	6	42.8	4	28.6	4	28.6	14	100.0
Age								
Less than 35	14	37.9	10	27.0	13	35.1	37	100.0
35 and over	8	20.5	17	43.6	14	35.9	39	100.0
Educational Level								
Bachelor's degree	11	25.6	12	27.9	20	46.5	43	100.0
Master's degree	9	32.1	14	50.0	5	17.9	28	100.0
Experience in ABE								
Less than 1 academic year	7	25.0	12	42.9	9	32.1	28	100.0
1-2 academic years	7	50.0	4	28.6	3	21.4	14	100.0
More than 2 academic years	8	24.3	11	33.3	14	42.4	33	100.0

ABE Teaching Level								
Level I	7	58.3	3	25.0	2	16.7	12	100.0
Level II	6	26.1	8	34.8	9	39.1	38	100.0
Level III	9	23.7	13	34.2	16	42.1	38	100.0
Years Teaching Experience Other Than ABE								
0-10 years	15	34.1	12	27.3	17	38.6	44	100.0
More than 10 years	8	24.2	15	45.5	10	30.3	33	100.0
Past Experience Has Been in Primarily								
Elementary education	16	33.3	19	39.6	13	27.1	48	100.0
Secondary education	7	26.9	7	26.9	12	46.2	26	100.0

CHAPTER IV

SUMMARY AND CONCLUSIONS

Background

The purpose of this study was to ascertain the over-all effectiveness of the adult basic education workshop for Memphis City Schools adult basic education personnel. It was held at Memphis State University, October 17, 1969, and was made possible by the cooperation of the Memphis City Schools Adult Education Division, Memphis State University, and Title I of the Higher Education Act of 1965.

Methodology

The data used in this study were obtained from the 77 ABE personnel attending the workshop. A questionnaire was developed to obtain the information needed. This was supplemented by the use of the Kropp-Verner Attitude Scale for measuring the success of training sessions. The data were analyzed using the facilities of the Memphis State University Computer Center.

Originally, the writers had planned to examine statistical association between variables using the chi-square test of significance. However, due to the number of low cell frequencies, the validity of the test was subject to question. Therefore, a decision was made to delete this technique from the study. Based on this decision, it was also decided to eliminate the hypotheses that had been derived since their tenability could not be determined.

Findings

Item Data

In general, Memphis City adult basic education personnel indicated that:

1. The variety and quality of the workshop had much value as far as meeting their individual and professional needs (60.5 per cent).
2. Speaker Busby had a high degree of effectiveness (67.5 per cent).
3. Speaker Dutton had a high degree of effectiveness (63.6 per cent).
4. Speaker Jordan had a high degree of effectiveness (61.0 per cent).
5. The workshop experience would increase their job effectiveness (88.2 per cent).

Comparison of Selected Item Data with Other Variables

The following summary is offered in regards to the tables presented in Chapter III.

1. The highest percentage of participants who indicated that the variety and quality of the workshop instruction had much value as far as meeting their individual and professional needs was characterized as males, married, 35 years or age and older, possessing a Bachelor's degree, having more than 2 academic years of experience in ABE, teaching Level II adults, possessing more than 10 years teaching experience other than ABE, and acquiring this experience in secondary education.

2. The highest percentage of participants who indicated that speaker Busby had a high degree of effectiveness was characterized as females,

married, less than 35 years of age, possessing a Bachelor's degree, having more than 1 academic year of experience in ABE, teaching Level III adults, possessing 10 or less years teaching experience other than ABE, and acquiring this experience in secondary education.

3. The highest percentage of participants who indicated that speaker Dutton had a high degree of effectiveness was characterized as females, other (widowed, separated, or divorced), 35 years of age and older, possessing a Master's degree, having 1-2 years of academic experience, teaching Level III adults, possessing 10 or less years experience other than ABE, and acquiring this experience in secondary education.

4. The highest percentage of participants who indicated that speaker Jordan had a high degree of effectiveness was characterized as females, married, likely to be less than 35 years of age as 35 or older, possessing a Bachelor's degree, having more than 2 academic years of experience in ABE, teaching Level II or III adults, possessing 10 or less years teaching experience other than ABE, and acquiring this experience in secondary eudcation.

5. The highese percentage of participants who indicated that the workshop experience would increase their job effectiveness was characterized as likely to be male or female, other (separated, widowed, or divorced), 35 years of age and older, possessing a Bachelor's degree, having less than 1 academic year of experience in ABE, teaching Level II or III adults, possessing more than 10 years teaching experience other than ABE, and acquiring this experience in secondary education.

6. The highest percentage of participants who indicated that the over-all value of the workshop was high was characterized as females, married, likely to be less than 35 years of age as 35 and older, possessing a Bachelor's degree, having more than 2 academic years of experience in ABE, teaching Level II or III adults, possessing 10 or less years of teaching experience other than ABE, and acquiring this experience in secondary education.

Conclusions

Based on the data presented in this study, the writers would conclude that the workshop was successful. As measured by the Kropp-Verner Scale, the over-all rating for the training session was 4.34. The most positive value possible was 1.13 and the most negative value possible was 10.89, with a median value of 6.02. Based on this analysis and other data presented, it appears that the participants felt that the workshop was helpful.

The written comments in the Appendices tend to support the above conclusion. However, the comments in Appendix C indicate that some improvements could be made in the future. These were primarily concerned with indications that the workshop instruction was not specific enough and that "too much was covered in too short a time." Also, the temperature of the meeting room was uncomfortable--too cold--and there was too much noise at times to enable everyone to hear.

APPENDICES

APPENDIX A

PARTICIPANTS' PERCEPTION OF OBJECTIVES OF THE WORKSHOP

1. Experiences encountered in real situations.
2. To bring the group together and inspire the teachers.
3. To present ideas that are applicable to teaching situations.
4. To better the in-service program.
5. Be interested and enthuisiastic.
6. The objective of this program was to provide needed information concerning techniques, guidance, and evaluation methods used in ABE.
7. Helping the teacher to become more effective in the classroom.
8. General overview and general problems.
9. To meet the needs of the student.
10. To interest a new student in coming back.
11. To cover many areas--a "little bit" about a lot.
12. Meeting pupil needs, (instructional, social, etc.). Establishing and maintaining a positive attitude. Good human relations.
13. To provide instruction for primarily new ABE teacher.
14. To create a better understanding of the total program.
15. To acquaint teachers with some of the trends and innovations in ABE.
16. The program was geared to the orientation of the new teacher and giving the more experienced teacher more impetus.
17. To interject a feeling of enthusiasm for dedication to the program.
18. Although it was brief (the specific topics were), the speakers wanted to hit upon each area and hopefully discover where our problems were.
19. To get ideas of the "hows" and "whys" in order to provide the maximum aids of which the program stands in need.
20. To identify problems teachers might have in ABE and present some possible solutions.

21. I feel like they wanted to get the general feelings of the teachers about ABE and try to identify some problems to work on in other workshops.

22. To bring out some of the ABE problems encountered and to solve these as a group.

23. To emphasize the importance of adult education to much of our population.

24. New methods and techniques for a better adult education program in 1969-70.

25. Techniques for attracting and meeting the needs of adults.

26. I feel that the workshop was planned to make the teachers aware of existing problems and to strengthen pupil-teacher relationships.

27. The designers of this workshop appeared to have had one objective: to better acquaint possibly new teachers and reacquaint the more experienced teacher.

28. To make your teaching experience more meaningful.

29. To give an overall view of adult education.

30. They wished to cover some of the problems common to all teachers on all levels in all locations.

31. To give us some possible solutions to some of the problems we are confronted with. However, there was too much planned for the three hours.

32. Encourage teachers to do a better job and give the students the type of work that meets their individual needs.

33. They were interested in solving problems at all levels. They wanted to reinforce our concept of the value of individuals.

34. I think the workshop designers had the new ABE teacher in mind.

35. To help the new teacher.

36. General overview of adult.

37. I felt an objective was to clarify the area of adult education. It seemed the directors were establishing communications with the teachers by defining the terms and situations which we may meet.

38. To help solve some classroom problems.

39. General acquaintance with ABE.

40. To orientate new teachers in the program.

41. Concern for each adult student.

42. The main objective seemed to have been to inform as well as clarify any confusion that might exist.

43. Explanation of the ABE program and reports of ABE workshops and classes.

44. Solve problems in relating to adults returning to further education.

45. Guidance.

46. "The student" as it should have been.

47. To have all teachers understand their role and how to play it.

48. To help new teachers and experienced teachers learn new ideas to carry back to the classroom and improve program.

49. To give a general overview of the entire program.

50. To help better understand the program.

51. To give suggestions as to how some problems in ABE might be eliminated.

52. To better inform ABE teachers of programs and objectives.

53. I feel that the planners wanted to enlighten new teachers and strengthen old teachers on adult problems.

54. To meet state requirements and strengthen teaching effectiveness.

55. Communication and an overview of the program.

56. Motivation and individual needs.

APPENDIX B

COMMENTS RELATIVE TO EFFECTIVENESS OF THE SPEAKERS

Busby

1. He was interesting.
2. Poor pronunciation of words--could not understand.
3. Too fast; not enough time to do an effective job.
4. Captured audience but did not say much.
5. Knows his field and is sold on his "product."
6. Thank heavens for humor!
7. Same speech.
8. Very good, However, I feel he would have been more effective in his alloted time if he had confined his talk to one area.
9. Terrific and interesting.
10. Why not explain what the guidance program will be like exactly.
11. Very effective and subject matter was prepared and delivery was excellent.
12. Very interesting. Knew subject matter and delivered well.
13. He was enthusiastic, informed, communicative and prepared.
14. Energetic, funny and worthwhile.
15. I know now that I must truly attempt to be the teacher-counselor.
16. Lacked poise.
17. Interesting and informative.
18. He had the same speech as he had in other classes.
19. I enjoyed it very much. It was inspiring and interesting.
20. Nice.
21. One of the best programs as far as speakers that I have attended.

Dutton

1. Good presentation of available opportunities and of available courses (university work).
2. I enjoyed it very much. It was inspiring and interesting.
3. He rushed his delivery.
4. Little dry.
5. I missed the major portion of his talk but felt he was capable and informed.
6. Gave information pertinent to further education or training in ABE.
7. Very informative, interesting, and to the point.
8. Oral statistical report very well done and researched.
9. Can't remember anything important. All information could have been printed for those interested.
10. I am quite interested in MSU's future plans in this field and was glad to be enlightened.
11. Very good. Not enough time.
12. Radiated enthusiasm which seemed to set a good example for the teachers.
13. Enuciation and talked too fast.
14. Involved in too many "things."
15. Very informative. Would like to hear him again with more time and actual experiences.
16. Quite interesting.

Jordan

1. Poor voice quality.
2. Very informative.
3. I prefer a low-keyed speaker.

4. Is very interested and concerned in this field.

5. The best speaker.

6. Had too little time to cover all important points.

7. Very good and quite surprised at his depth of interest in the program.

8. He certainly understands the problems of the students.

9. Poor structure.

10. A very interesting workshop he attended. Wish we could have heard more.

11. Interesting.

12. Ideas were worth thinking about and trying in my own class.

13. Summer experiences seemed to have included more real situations, which was presented very, very well in time alloted.

14. Too general, and as he said, "He gave it to us again." Nevertheless, there were some good and relevant ideas brought out.

15. He spoke well and what he said seemed to be very important for him to tell us.

16. Mr. Jordan seemed very engrossed in his subject matter. He gave me food for thought.

17. Lack of preparation.

18. Interesting and informative.

19. I enjoyed it very much. It was inspiring and interesting.

20. Good speaker and a good over-all presentation of his work at Ohio plus his personal observations.

APPENDIX C

CHARACTERISTICS OF WORKSHOP THAT IMPEDED LEARNING

1. The room was too cold (ten responses of this type).
2. Was too tired. However, I cannot think of a better time (seven responses of this type).
3. Too much noise (six responses of this type).
4. Too much information to comprehend in three hours.
5. Was too long.
6. I had a headache.
7. Speakers should make a point and know when to stop.
8. I prefer to work in smaller groups.
9. My own ignorance of the program and my inexperience.
10. Need a workshop in an actual classroom setting to stimulate everyone.

APPENDIX D

REASONS WHY WORKSHOP WILL INCREASE JOB EFFECTIVENESS

1. Received some good ideas. I, sometimes, tend to treat adults as children.
2. Many useful suggestions made.
3. The experience stimulated me to go back to my class and work harder.
4. I will be kept aware of new techniques and materials.
5. I learn some new methods and ideas to carry to my class.
6. I am better acquainted with current and existing ABE problems.
7. The facts are real. This is really happening.
8. I feel that I will be able to provide greater motivation for my students.
9. It gives one a chance to grasp the others' ideas.
10. I am really undecided. I will be able to say more by the second meeting.
11. A chance to interchange ideas and other effective methods.
12. I need from time to time to be re-dedicated.
13. Familiar with over-all program.
14. It is good to meet and discuss work.
15. Increased my awareness of individual differences.
16. It will help me in guiding my students.
17. Explanation of the four traps.
18. Group meetings are needed to exchange and inform.
19. Many questions were answered that I wanted to know.
20. Some questions were answered that will improve my teaching.
21. It made me think concerning planning for individual needs.
22. Incentive or motivation to do a better job.

23. I was encouraged to do even better and try even harder to meet my students' needs.

24. Identification of traps.

25. Help me with placement.

26. Gave new ideas about conducting various aspects of class involvement.

27. I feel more secure as far as record keeping is concerned; I also am reinforced in my concept of working with individual pupils.

28. Now I have more confidence in the approach I am taking.

29. Being new at this teaching assignment, I was not aware of some of the requirements, etc.

30. Need all the information I can get.

31. Some insight into how others handle the same problems.

32. I needed to know about forms, and how other teachers were solving problems.

33. Hearing that other people have problems has increased my self-confidence.

34. I am still "learning" in my position.

35. Many practical first hand experiences discussed.

36. Some of my questions in my mind were answered so that I feel that what I have been doing was correct.

37. A few points gained.

38. New approaches, different attitudes about subject matter.

APPENDIX E

REASONS WHY WORKSHOP WILL NOT INCREASE JOB EFFECTIVENESS

1. I did not even get a sensible answer to the question I asked.

2. This in-service was not geared to that purpose.

APPENDIX F

STRENGTHS OF THE WORKSHOP

1. Speeches.
2. Ideas and experiences of others.
3. Getting better acquainted with the program.
4. Sincerity, down to earth, and the knowledge of speakers on the subject.
5. Help to the new teacher.
6. Realizing other teachers have some of the problems I have.
7. Help to new teachers.
8. The speakers' interest in their subjects.
9. General orientation to the scope and problems of adult education.
10. The informal atmosphere.
11. Sincerity.
12. Well planned and well presented, also involved participants.
13. The enthusiasm of the speakers.
14. Panel and speakers.
15. The presentation by Mr. Jordan. He was dynamic in his talk, talked to the point and his experiences were helpful.
16. Speakers.
17. The talk by Mr. Jordan. More time should be allocated for further discussion.
18. Delivery of the speakers.
19. Preparation by speakers.
20. Congeniality of group.
21. It gave some insight into the ABE program.
22. Correlating ideas.

23. To stay on my toes--stay on the job.

24. General instructions, records, etc.

25. Guidance.

26. Reminder in a clever way of things we should take time to do and do well.

27. Problems in dealing with adults.

28. Speakers were prepared.

29. Organization and presentations of suggestions and ideas.

30. It helped me consider what I might do in the area of individual needs.

31. Communication and discussion of like problems.

32. Suggestions and comments of the panelist.

33. The approaches used.

34. Gave ways of better overseeing the job.

35. Giving an overview of what should take place.

36. The jokes used by the speakers.

37. Discussion of distinct problems among the teachers.

38. Association with experienced teachers in this area.

39. The program was presented in a relaxed atmosphere with all participating.

40. Teachers will re-evaluate thinking in regard to attitude toward class.

41. Informality.

42. Organization.

43. Bringing common problems and ideas to the front. The question-answer session was good.

44. Interest shown by the speakers.

45. $15.00

APPENDIX G

WEAKNESSES OF WORKSHOP

1. Attempted to cover too much in a short time (fifteen responses of this type).
2. Workshop was too long (three responses of this type).
3. Program was too general (six responses of this type).
4. Lack of planning (two responses of this type).
5. Some of what was covered was not relevant to my job (two responses of this type).
6. This was the same material covered in previous in-service programs.
7. It was too warm.
8. Wrong time of day.
9. Occasionally difficult to hear.
10. We need to hear from experts in each area.

APPENDIX H

CHARACTERISTICS OF UNDEREDUCATED ADULTS*

1. Lack of self-confidence .
2. Fear of school .
3. Living in conditions of economic poverty.
4. Probably below average in scholastic ability.
5. Culturally deprived .
6. Values, attitudes, and goals differ from upper and middle class norms.
7. Weak motivation.
8. Unusually sensitive to non-verbal forms of communication.
9. Feeling of helplessness.
10. Varying levels in intelligence.
11. Live for today philosophy.
12. Hostility toward authority.
13. Unacceptable behavior.
14. Reticence.
15. Use of defense mechanisms.
16. Need for status.
17. Tendency to lose interest.

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*NAPSAE, A Guide for Teacher Trainers in Adult Basic Education (Washington, D. C.: National Association for Public School Adult Education, 1966), pp. II 4-14

ABE GUIDANCE PROGRAM

Memphis and Shelby County Boards of Education

Realizing that the ABE Teachers have been doing a fine job in counseling the students and that they will continue to be the individuals who will do most of the counseling with the ABE students, a Guidance Program was established to assist and implement services for the students.

In establishing the Guidance Program it was felt that it was important to contact all the ABE classes as soon as possible and to let the students and teachers know that a guidance counselor was available and ready to assist in any way possible. At this point group guidance sessions were planned in advance with the teachers. Many of the teachers sent out information sheets by the students inviting other community members to attend the group guidance sessions. At these meetings, information was given concerning:

1. Involvement in continuing education.
2. Motivation.
3. Self-evaluation.
4. Planning.
5. Informing about job opportunities and requirements.
6. Preparing for the G.E.D. Test.
7. Discussion of important topics that were suggested by the students.

After the initial contact, the counselor scheduled a follow-up session with the group. A brief general session was held, followed by individual counseling sessions.

The Adult Education Department has received encouragement to expand the Guidance Program to give more assistance to the students and teachers. Through an in-service training program centered around suggestions from the teachers and administrators, hopefully a stronger, more effective guidance program for our ABE personnel will be developed.

ADULT BASIC EDUCATION--SUGGESTIONS TO TEACHERS

1. Must be flexible.
2. Must understand students.
3. Must be interested in the students.
4. Must be able to motivate students.
5. Use teaching materials that meet the need of the students.
6. Must be willing to work--be active.
7. Teach citizenship.
8. Do not take sympathy and understanding into pity.
9. Feedback is important.
10. First get objectives--then get materials to fulfill objectives.
11. The students must feel successful or they will drop out.
12. We should never miss an opportunity to teach character.
13. Know as much as possible about students home life and health.
14. Allow students to help one another whenever possible.
15. Emphasize the importance of regular attendance.
16. Inform students about regulations--parking, smoking, breaks, etc.
17. Be prepared--staying one step ahead of the student does not work in adult education.
18. Be on time and end on time.
19. The under-educated must realize they are educated in some field. They are educated in some ways that we are not.
20. We must teach that reading and writing is a skill--not I.Q.
21. We should keep them from knowing we are grouping them if possible.
22. Look for subjects to crop up that might make good teaching materials. It will be hard for us to have uniform materials.

23. Consider these people to be human. Practice human relations. Remember these people have worked 8 hours.

24. Start group together and work on subjects of common interest.

25. Isolate as little as possible.

26. There is no place for sarcasm. These people will thrive on praise.

27. Spend first few days getting to know students. It is very important that they be assigned to right level.

APPENDIX I

WHY ADULT BASIC EDUCATION

Donnie Dutton
Associate Professor and
Director of Adult Education
Memphis State University

It is common knowledge that the United States is undergoing probably the greatest technical revolution known to makind. We have become one of the most affluent societies that has ever evolved. However, the creative talents of our scientists, businessmen, industrialists, and engineers have helped create a tremendous problem of poverty for the undereducated.

According to Ulmer, automatic elevators have recently displaced 40,000 elevator operators in New York City alone.[1] New equipment in the Census Bureau enables 50 statisticians to do the work in 1960 that required 4,000 persons in 1950. The check writing staff in the Treasury Department has been reduced from 400 people to 4.

The examples could continue on and on; however, the important trend is that the unemployed, undereducated adult will continue to find it extremely difficult to find unskilled jobs (only about 1 in 20 today). The results of this technological explosion has its positive aspects also. Many thousands of new jobs have been created. However, they are jobs that require specific skills; and in order to obtain these skills, it demands that an individual be able to function at at least an eighth grade level in most cases and often much higher.

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[1] Curtis Ulmer, Teaching the Undereducated Adult, (Atlanta: Georgia State Department of Education, December, 1968), pp. 5-6.

The 1960 Census reported that there were over 25 million adults in the United States who did not possess an eighth grade education. If one considers those without a high school diploma, the figure would probably approximate 60 million.

Anyway, the Federal Government became greatly concerned about this trend and what might happen to society if it were left unchecked. As a consequence, Congress passed the Economic Opportunity Act in 1964. A component part of this act was an appropriation for attempting to raise the educational level of its target population under Title II B in 1965. In 1966, the legislation was transferred to the Elementary-Secondary Education Act under Title III of the Amendments and was titled "The Adult Education Act of 1966."

According to Mr. Charlie Kerr, State Coordinator of Adult Basic Education, there are approximately 600,000 adults in the state of Tennessee with less than an eighth grade education and approximately 1,200,000 with less than a high school diploma. When these figures are analyzed relative to a total state population of about 3,500,000, the magnamity of the problem becomes apparent.

As for financing, Congress appropriated about $46,000,000 last year. Johnson and Nixon both recommended $50,000,000 for this year; however, action by Congress has not been finalized. In addition, a bill has been introduced to appropriate $300,000,000 to educate these adults all the way through high school. Mr. Welch informed me today that this had passed the House of Representatives and that it stood about a 50-50 chance of passing the Senate. Even so, the chances of obtaining the full $300,000,000 are probably slim.

However, the main thing is the precedent that is being set. You will probably see a tremendous boom in adult education in this decade.

GRADUATE STUDY IN ADULT EDUCATION

Donnie Dutton
Associate Professor and
Director of Adult Education
Memphis State University

The comments that will follow will primarily apply to three major institutions in the South--Florida State University, North Carolina State University, and the University of Georgia. However, much of what will be stated will also apply to the other institutions in the United States who offer advanced degrees in the field of Adult Education. These three were selected because of the writer's knowledge of them, and because they represent the geographical area in which most persons in West Tennessee have requested information.

Regardless of the institution, their program is basically designed as a professional preparation program for persons preparing for or now engaged in the following leadership roles:

1. The Administrator of Adult Education who is responsible for developing, staffing, executing, and administering the adult education programs of any one of the various agencies of Adult Education. Such positions include: Directors and Assistant Directors of University Extension Divisions and Cooperative Extension Services, Directors of State and County Departments of Public School Adult Education, Directors of Education Divisions in Labor Organizations and the Military Services, Deans of Evening Colleges, and Directors of Education for a variety of Voluntary Organizations and National Associations.

2. The program specialists in Adult Education such as Cooperative Extension Specialists, Community Development Specialists, Conference Coordinators in Centers for Continuing Education, Library Specialists in Adult Education, and others who are primarily responsible for program planning and development.

3. Supervisors and Training Specialists in Adult Education such as In-Service Education Directors in Business and Industry and Directors of Training and In-Service Education for professional Associations, Governmental Agencies, Universities, Churches, etc.

4. Adult Education Counselors and Master Teachers such as Counselors and Teachers in University Adult Education Divisions, Evening Colleges, and Public Schools.

5. Adult Education Researchers and Professors of Adult Education.

The graduate program in most institutions is flexible in that a program of studies will be developed with each student so that the student can select the courses which will best develop the special competencies and understanding needed in accordance with the professional role or roles that he plans to assume.

Most institutions require a combined score of approximately 1,000 on the graduate record examination to be eligible for enrollment in the doctoral program, particularly if you desire financial aid. However, in most cases, you can enroll if you fall a little short of the desired score (Maybe up to 100 points) if the department will recommend you.

Now, let us examine the three institutions mentioned previously:

1. University of Georgia: Has seven assistantships in Adult Education that require twenty hours of work per week and pay a Master's candidate $4,800 per year and a Doctor's candidate $5,200 per year.

2. Florida State University: A limited number of research and teaching assistantships are available. These carry a ten month stipend of approximately $2,000. Several internships are available, and these range from $2,000 to $4,000 depending upon the experience of the student and the nature of the assignment. Students are also encouraged to apply for University Fellowships as described in the Graduate School Bulletin. University Fellowships are awarded on a competitive basis.

   In addition to these sources, some students are able to finance their graduate study by part-time employment with any one of a number of state and governmental agencies in the Capital City.

3. North Carolina State University: Has approximately 25 assistantships valued at $3,000 each. In addition, there are 20 fellowships valued at $5,200 each.

Again, let me emphasize the importance of making at least 1,000 on the Graduate Record Examination; however, if you "fall a little short," there is still a chance that you may be accepted.

The GRE will be offered December 13 at Memphis State University. Any of you that are interested, please contact the Graduate School and they will give you the application forms or mail them out to you if you prefer.

For further information regarding these universities' programs, contact the following persons:

Dr. George Aker
Professor and Chairman
Department of Adult and Continuing Education
College of Education
Florida State University
Tallahassee, Florida 32306

Dr. Edgar J. Boone
Professor and Head
Department of Adult Education
Box 5504
North Carolina State University
Raleigh, North Carolina 27607

Dr. Curtis Ulmer, Chairman
Department of Adult Education
College of Education
The University of Georgia
Athens, Georgia 30601

In addition to these three universities, the University of North Carolina at Chapel Hill also has a Master's and Doctor's program; however, the writer is not familiar with the requirements, particularly since the doctorate was just recently approved. For further information regarding the program, contact Dr. Eugene Watson, Chairman, Department of Adult Education, University of North Carolina, Chapel Hill, North Carolina.

At the Master's level, other universities are making progress toward the establishment of a Master's program. These include Mississippi State University (Dr. Don Seaman), Auburn University (Dr. Harry Frank), and the University of South Carolina (Dr. Bob Snider).

In addition, it is rumored that two additional Georgia and Florida Universities will move in this direction next year.

Graduate Study in Adult Education in Tennessee

In addition to Memphis State University, the University of Tennessee has just decided to "toss its hat in the ring." Dr. John Peters will be joining their faculty in January, 1970. It is understood that some of the other universities in the state are interested; however, no commitments have been made for the immediate future.

Graduate Study in Adult Education at Memphis State University

At present, four courses in Adult Education (all 7,000 level) have been approved by the Graduate School. These are as follows:

1. Educ 7080, Basic Principles of Adult Education: This course will provide an overview of the field of Adult Education. Emphasis will be given to philosophy, objectives, and nature of Adult Education, its problems and possible solutions. Further emphasis will be placed on historical development, program planning, methods and techniques, and the nature of the adult learner. (New number will be ADED 7080)

2. Educ 7081, Methods and Techniques in Adult Education: After examining the characteristics unique to the educated and undereducated adult, emphasis will be placed on an analysis of the methods and techniques available for working with adults, including the community development method, and their applicability under varying circumstances. (New number will be ADED 7081)

3. Educ 7082, Programming in Adult Education: Emphasis will be given to understanding the theoretical foundations upon which the programming process is predicated, developing a theoretical model, and acquiring the conceptual tools necessary for analyzing the programming process in any adult education organization. (New number will be ADED 7082)

4. Educ 7095, Special Problems in Adult Education: This course is designed to enable students to pursue individual interests and needs under the direction and guidance of the faculty. PREQUISITE: Permission of instructor prior to registration. (New number will be ADED 7095)

In addition to these courses, two more have been approved for offering in the Fall of 1970. These include:

1. ADED 7130, The Adult Learner: A critical examination will be conducted relative to the major learning problems of adults. Emphasis will be given to the factors which affect learning ability, achievement, and motivation throughout the adult life cycle.

2. ADED 7245, Curriculum Planning in Adult Basic Education: After examining the unique characteristics of adults, attention will be focused upon principles of curriculum building and their applicability to adult education clientele.

In addition to the offering of graduate courses, a Master's Degree proposal has been written and is currently "weaving its way" through administrative channels. Therefore, you cannot receive a Master's Degree with a major in Adult Education at this time. However, by the Fall of 1970 (maybe Spring), you will at least be able to obtain a minor in Adult Education.

Let me say a few words to those of you who have not been admitted to the Graduate School at Memphis State. You cannot take a graduate course on campus unless you have officially been admitted to the Graduate School. The procedure involved is as follows:

1. Go by the Graduate Office in the Administration Building and pick up an application form or call them, and they will mail it to you.

2. When you return the application form, it must be accompanied by a $5.00 application fee if you have never been to Memphis State before as a student.

3. You must take the Graduate Record Examination (800 score needed) or the Miller Analogy (27 score needed). You can take the Miller Analogy simply by calling the Testing Office at Memphis State (321-1428) and arranging for a time.

4. Two copies of your undergraduate transcript must be forwarded from the college from which you graduated. Memphis State University will furnish this for their students.

At present, no assistantships are available in Adult Education. However, this year, one person received one through the Bureau of Educational Research. Preliminary discussion is now taking place with hopes of aiming at some method of assistantships or internships in Adult Education.

The question has been raised regarding teacher certification in Adult Education. No policy has been determined in this regard; however, there appears to be a trend in the United States of favoring either teacher certification (for example, 6 semester hours in Adult Education) or additional pay if one has taken a certain number of hours in Adult Education. This has been slow in developing since institutions have not been equipped state wide to offer this training. Yet, it is felt that the State of Tennessee will move in this direction sometime in the future.

PANEL DISCUSSION ON PROBLEMS IN THE ABE CLASSROOM*

Dr. Donnie Dutton, Chairman
Miss Dorothy Halliburton, Level I Teacher
Mrs. Iola Vaught, Level II Teacher
Mrs. Royline Hodnett, Level III Teacher

DUTTON: First, let me introduce the members of the panel. Representing Level I Teachers is Miss Dorothy Halliburton; Level II Teachers, Mrs. Iola Vaught; and Level III Teachers, Mrs. Royline Hodnett. I understand that these ladies are well qualified and have all the answers. I will act as moderator of the panel. If you have any questions, any problems, or anything that is bothering you regarding your students, these three experts will be happy to present their views. Therefore, I will entertain questions at this time.

PARTICIPANT: Should we have socials in adult education:

PANEL MEMBER: I would say yes and no. It all depends on your class. If you have a class that is interested in socials, I would say yes. If you have one that would rather work, I say work. At Christmas, I judge what my class wants to do. If they want to have refreshments, I say good; and if they want to work, I say good, also.

PANEL MEMBER: I was going to say practically the same thing. It is according to the class you have. Now, if you have a class of young adults, they are interested in socials; so you go along with them. Most of the time, if you have a class or older adults, they would rather work; therefore, you respond accordingly.

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* Much discussion ensued between members of the panel and audience other than what is presented here. The tape recorder failed to record this; therefore, it could not be included in this dialogue.

PARTICIPANT: In relation to this question, are we speaking of Christmas socials or social activities that might be helpful in some way to interest the class or serve as a motivator during the class period?

PANEL MEMBER: It would probably be a special occasion like Christmas. Socials would probably be held at Christmas and at the close of the school term.

DUTTON: In other words, you are not recommending socials as an everyday affair but just on special occasions.

PARTICIPANT: When a teacher has Levels I, II, and III adults all in the same classroom at the same time, how does he keep them all interested?

PANEL MEMBER: The best thing I can tell you to do is individualize. You have to teach more on an individual basis. We do that now anyway, but I have been a victim of teaching younger children, grades one through six at the same time. I found that I could not just get in front of all those children and teach everybody communication at the same time. The same would be true with adults. You go to this group of adults and whatever this person is on you work with this particular person, and you have to individualize more. I have never taught Levels I, II, and III adults at the same time, but I have taught children at different grades, and I believe that is the way I would do it.

PANEL MEMBER: I teach Level I. I find that I have some in there that are not ready for Level II; so I have what you call teamwork. They work together. Maybe there is one who is further advanced than the others. I let them sit together in groups and kind of help each other that way.

PARTICIPANT: If you are working with one student and he does not want you to leave, how do you do this without making him mad?

PANEL MEMBER: Adults are like children in a lot of ways, and we have to let this person know that there are other people who need the teacher's help just as much as he does. Some students need more attention than others, but I will not give them all of my attention just to satisfy their selfishness. Sometimes they will call you and pull you by your sweater or dress to try to pull you back, and I just say, "I will be back in a minute darling."

PANEL MEMBER: If you have just left this person and he wants you to come back, just tell him that you will be back later and try to get back.

PARTICIPANT: What types of activity would be helpful to these adult basic education classes?

PANEL MEMBER: An activity that they enjoy quite a bit is taking them to the library and teaching them how to use it. Most of these adults do not know how to use the library facilities. Many adults would go and check out books if they only knew how. Last year, we were given a list of books from the public library that could be checked out that were on an adult level; therefore, taking them to the library and teaching them how to use it would be one excellent activity and one that they would enjoy.

PANEL MEMBER: Educational trips are good. You should "feel your students out" to determine the kinds of activities in which they are interested.

DUTTON: Let me throw this question back to the group for a few minutes. How many in here have carried their students anywhere? What kinds of places were these? (The tape recorder was unable to record the discussion that followed).

PARTICIPANT: How does a teacher decide how to place students at the level at which they should be working?

PANEL MEMBER: The method I use is something like this. When the students come in to register, I register all of them, and I do not give them a written test right then due to their fear of testing. I let each one read a paragraph or two from a book, and I can tell just about whether they should be placed in Level I, II, or III. If it looks like the student is pretty good, I will place him in Level II, because it is much easier to move him to Level III if he is better than I anticipated. In other words, it is easier to move them up than to move them down.

DUTTON: Let me share with you a technique that has proven helpful to some teachers. These teachers have placed the Reader's Digest, one through eight, Reading Series around their rooms. When a new student enters, the teacher politely tells him to look around and that she will be with him in a few minutes. Invariably, these teachers report that the student will begin looking at these books and will tend to "settle" with one that approximates his reading ability.

PANEL MEMBER: According to Tillman, when adults come to you, they are already frightened. Therefore, administering a test the first night might scare them away. So, he suggested that you give these students a list of words and see how many of them they could pronounce in order to determine the placement level.

PARTICIPANT: What are some of the problems in teaching adults that are different from those encountered when teaching children?

PANEL MEMBER: Adults do not remember as much as children. They do not have as much time as children to "put into" their work. They do not have the confidence the children have.

PANEL MEMBER: Their learning ability is slowing down, and they are shy or possess a fear of not being able to achieve. Because they are adults, we cannot assume that they know. If the teacher shows enthusiasm, the students will respond to this.

DUTTON: I see by the clock on the wall that our time allotment is about gone. In the couple of minutes that we have left, I would like to ask each of the panel members to tell us "a behavior" that they exhibit that would be a way of encouraging the students, making them feel more at ease, etc.

PANEL MEMBER: I try to treat them as adults or as peers. I try to make them feel that we are all one family.

DUTTON: In other words, you try to minimize the teacher as an authority figure and promote the idea that we are all one group trying to help each other with a certain task.

PANEL MEMBER: I try to treat them all the same and not have favorites. I promote the idea that each is as important as the other.

PANEL MEMBER: I speak to each one each night and say something to him that lets him know that I have a personal interest in him as an individual.

GUIDANCE AND COUNSELING

Morris Bubsy
Area Specialist in Guidance
Memphis City Schools

This is the part of the program called guidance. Guidance can be compared somewhat with English. If you remember, your English teacher gave you certain rules of English but then proceeded to expound on exceptions to these rules. Now guidance is similar to this. There are exceptions to the rules. So regardless of what I say this evening, I am sure that you can think of legitimate exceptions, and this is all right.

Now, we are living in tense and difficult times--times that demand that we teach our students to think for themselves so that they will be able to make sound and rational decisions. We, as teachers, must be conscious of our actions and reactions and the effect that they may have on our clientele. You know, a lot of peoples' minds are like concrete--all mixed up and permanently set. A mind can only operate effectively when it is like a parachure--open!

Most authorities state that it is important for teachers and students to have rapport. Our experience in the ABE program here in the Memphis City Schools has borne this out. We should all work as peers and make everyone feel as if he or she is a member of the group.

Let me give you a quick overview of what we will try to accomplish during this portion of the program. First, Mr. Jordan and I will demonstrate in a role-playing situation, the wrong and the right way of enrolling a new student in an ABE class. This will be followed by a discussion on motivation and attitude change. After this, I want to divide you into small buzz groups to formulate some questions regarding guidance and counseling.

(This was followed by the role-playing situation described previously).

Most of you have a guidance overview that was used last year. If not, indicate this and we will give you one. This overview points out that from the standpoint of administrators, supervisors, guidance counselors, and teachers, you, the teacher, are the most important aspect of the ABE program. Mr. Welch's job is to obtain the money, books, etc. The supervisors job is to see that you receive your supplies and assist you with your problems. The guidance counselor is to be a resource person since we do not have counselors for each classroom. Therefore, you are the group that has the responsibility for shaping these inquisitive minds and for giving these students the guidance and counseling that they desperately need.

What about motivation? This is a pretty big topic and I certainly do not have time to cover it here tonight. However, let me just state that one simple method of motivation is to show a little enthusiasm. Be excited! As you drive to your ABE class, leave all your family problems behind you. Become mentally prepared for the important task that awaits you. Be determined to smile, to exhibit patience, etc. as the class progresses.

In your role as a teacher-counselor, there are four basic things that will confront you. Number one is lack of education. Lack of education could be described as not having the ability or background to learn a skill. There is no grade level involved. Grade level is not important in the adult world of work. The important thing is, "What can you do now?"

Number two is money. Money is important. You have to have it to eat and for all the other things necessary for existence in modern day society. All of the factors involved in better utilization of money are important to adults.

Number three pertains to the many facts that revolve around the sex question. What is the responsibility of the family toward sex? Some people do not like to discuss sex and its many ramifications but this is becoming more difficult to avoid. As a teacher-counselor, you must be prepared to cope with this problem, and you must determine ahead of time how you plan to handle some of the situations that might arise.

Number four is the physical and mental health of a person. Several years ago, the emphasis was on physical health. It seemed that everyone wanted to be a Charles Atlas or Joe Lewis. Then the emphasis shifted to the mental. It became quite fashionable to visit a psychiatrist and when friends associated, the topic usually drifted around to psychoanalysis, where each tried to diagnose the others' problems. It is generally agreed now, however, that we need to regroup and work for a balance between mental and physical health. You can assist your students through Levels I, II, and III and then on through the GED; however, if they possess a health factor that prevents them from going into the occupation that they have chosen, then they are going to be disappointed. Therefore, part of your role is to help your students plan now for the criteria that they will have to meet in order to obtain a certain job.

Now, I want you to just turn right in you seats and join together in a small buzz group of about four or five people. I want each group to formulate a question to which they would like to receive a brief answer.

(Buzz groups were formed and questions ascertained).

FIRST QUESTION: How do you keep students motivated?

ANSWER: Variety! Change your tactics! Change your teaching techniques! Challenge the students! Get them involved! Get them off balance occasionally. Keep yourself motivated, and by all means, keep a smile on your face--not an artificial one but one that is sincere; adults know the difference.

SECOND QUESTION: How do you tell a Level II adult that he is not ready for the GED test?

ANSWER: Keep a GED preparatory book or one on how to score high on the GED available at all times. Let the adult look at it, and he will see for himself that he is not ready for the GED test.

THIRD QUESTION: How far can you go as a teacher-counselor with adults?

ANSWER: Good common sense and your good judgment will be the number one criterion in this matter. Your training and working with adults will be anotehr criterion in how far you may proceed. You know yourself and your own capabilities and limitations.

Time will prevent us from dealing with any more of the questions. Let me conclude by saying that the adult basic education program will be a major factor in training people who possess the basic fundamentals in aiding industry to upgrade their work force. What do I mean? I mean simply that many persons are not equipped to pass job qualifying tests, job aptitude tests, etc., that will permit them to enter vocational training, or they are not equipped to fill out applications and make a good impression on a potential job interview. If they can function at the top of Level III and have a little self-confidence, they can go into the business and industrial complex and compete for better paying jobs.

However, we also know that many jobs are open only to those who possess a high school diploma. Many adults will never receive a diploma. However, they will come into your program for many reasons, including self-satisfaction. To learn to read the Bible, to take a more active part in PTA, and to teach a Sunday School Class are just a few of the non-job oriented reasons why some of your students are present. So do not try to put a yarkstick on your students. Give them the best teaching and counseling that you can provide, always training them to take the best information available and make their own decisions. This is the way people improve themselves.

CURRICULUM BUILDING

Mr. Jimmy Jordan
Supervisor of Adult Education
Shelby County Schools

What is taught to the undereducated adult in the classroom is limited to these individuals being hungry, burdened with responsibilities and speaking another language. Not that they speak a foreign language; but if we are not communicating with them, then we are speaking another language. Education is association, and curriculum is the agenda by which the idea of association takes place. When an agenda is agreed on, then it is felt that communication has taken place. This implies that the curriculum is something used to help us to communicate.

I feel that we are not using the curriculum correctly. The student is not being involved in determining what he needs to learn. Rather, we are deciding what he should have; then we pour it down his throat. I feel that he should be involved in planning his own future. Usually, the learning should start with the student rather than the teacher. I enrolled in a class under Dr. Dutton; and as I reflect about what transpired, it appears as if his approach was good. He had me to "empty out" relative to what I felt that I needed, and he did not say very much. He then incorporated what I felt were my needs in with what he felt I needed. This was very good. For instance, I go into a restaurant, and the waitress comes over and wants to know what I want. When I convey my wants to her, she then tries to arrange for it to be fixed to satisfy my needs. When you go to a doctor, you give him information as to what ails you, and he will take this information and start from there.

Instead of this approach, however, we tend to tell an adult that we are going to give him what he needs; however, we do not bother to consult him as to what his needs are. In other words, we as teachers of adults must ask ourselves whether we are giving adults what they need or what we want them to have.

In order to do the best job possible, we should find out what is needed in the community and what is needed with a particular group. Then we have a basis for making judgments about the curriculum. This is the only way that we are going to get to the root of the problem.

There are many factors which should be involved in the development of a curriculum. Four primary concerns are the administrator, supervisor, teacher and the student himself. The student should be involved in the planning of the curriculum. Another factor that should be considered is the sex of the student. The needs for a man may not be the same as for a woman. These are some of the things that we ought to think about in trying to help others.

There is no one best curriculum for all people. Individualized instruction is needed. I feel that in the future, the curriculum will be geared more on an individual basis. It is difficult for a teacher to reach the needs of an individual unless he knows something about his life situation, such as his home conditions, living conditions, how he thinks, etc. Without this basic knowledge, communication between the teacher and the student will be difficult.

Too long, society has sanctioned the belief that adults are not expected to attend school. School is for children. As a consequence, teachers attempt to educate adults as if they were children Adults need different training and need to be treated as adults.

Adults need to be educated in every respect, not just for a job. We need to educate adults socially. If we prepare them for a job only and do not carry them to the extent that they realize that education is a continuous process, then we have short-changed our clientele. You have to make them realize that education does not stop with a Level III education or a high school diploma. Maybe the answer to this dilemma lies in the functional approach to curriculum--how well we design programs to meet the needs of those to be served.

In summary, let me pose a few questions for you to ponder in the days ahead. Who should be involved in developing the curriculum for adult basic education? Should the student be involved or not? Can a curriculum be developed a year previously to being used? Why should we have a curriculum?

PROGRAM ADMINISTRATION

Mr. Blake Welch
Assistant Director of Adult Education
Memphis City and Shelby County

There are several "housekeeping" items that need to be disposed of today. First, make sure that you have a permanent registration card on every student. Fill out the back of the card with any information that you may have that would be of help to this person. A lot of times they will leave Memphis and apply for a job. On the application, there will be a place for the last school attended, and they will indicate one of our centers. If the potential employer writes to us and we do not have the information, it is quite embarrassing.

The next item concerns the monthly report. We have to make a report to the State Department of Education at the end of every month and all of you that have been with us are familiar with this report. It is not complicated. Please send it to my office the morning following the last teaching day of the month. If there is just one report absent, the final report cannot be sent to Nashville; so, be punctual with these.

We have a terrific problem in trying to locate teacher substitutes. If you know of anyone who would like to be a substitute in this program, please tell him to get in contact with us. If you are going to need a substitute, please let us know as soon as possible. Occassionally, a teacher fails to call when she is going to be out sick. All of you know that this is not right and that it causes a class of adults to waste their time. We would appreciate it if this does not happen anymore.

Most of you know something of the problem that the principal of a day school has with communication. If the day school principal has forty to fifty teachers in one location and has communication problems, you can imagine the difficulties we have with around one hundred ten classes in fifty locations. So, if you have questions that need answering, call us even if it is on your lunch hour or at our home at night. The more we can communicate with each other, the smoother our total operations will be.

Our guidance program is a community operation, and we would like to have everyone in the community participate. Last year, we had a group session in one of the schools, and we had nineteen new people to register. So, this program will help. Use this guidance program. We have people in this program who have been here ever since the program began in 1965. We must find ways of helping people to move out of this program and into one of the other programs or else the taxpayer is not receiving anything for his money. These people should begin to move into other programs and learn ways of earning a living.

There is a question regarding whether classes should be called off or not under certain circumstances. Administration has requested that you operate as normal as possible. No one is going to "second guess" you and ask why you turned your class out early if you felt the situation warranted it. If extenuating circumstances should exist, then you will have to make the final decision. I am very concerned about this, because this kind of thing can really harm our program. We have the best program in adult education that we have ever had. It will be very discouraging to see it go down the drain, so to speak. You must exert leadership. Let's operate as normally as possible. If the Board calls off classes, it will be on the radio and, if possible, in the evening newspaper. If at anytime you are in doubt, call the office. Regarding bad weather, one rule of thumb if that is the day school is out, then the adult program will not operate either.

As for materials, we have had a few problems. We ordered materials for about fifty classes as this has been all that we have needed this early in the past. However, our enrollment has really "mushroomed" this year. As a consequence, some of you may not have received materials as rapidly as you would have preferred. Please bear with us and this situation will soon be solved.

Some of you have last year's registration cards--please return them to us. At the end of this year, we are going to ask you to place the student's name, telephone number, and grade level on a sheet of paper. Then when we return next year, this information will be immediately available to the teacher.

I would like to mention two programs that are in existence that might be of interest to your students. One of these is geared toward the student earning a regular high school diploma and the other is the GED program. Let your clientele know that these programs are available and whenever the guidance counselors come around, they will assist you in this regard. The guidance counselors will be around more often this year. If you are ready and would like to have them early, call in and set-up an appointment. These people are here to serve you, so make use of their services.

I have constantly referred to the fact that if you have problems, call us. Let me give you some phone numbers and emphasize that if an emergency arises, regardless of the time of day or night, let us know about it.

Board of Education:	323-8311
Straight Line:	323-4218
Welch's Home:	388-3265
Jordan's Home:	876-5612
Cumming's Home:	388-1969
Busby's Home:	398-6677

APPENDIX J

SUMMARY OF RESPONSES FROM THE WORKSHOP USING THE KROPP-VERNER EVALUATION SCALE

1. 5 It was one of the most rewarding experiences I have ever had.
2. 3 Exactly what I wanted.
3. 24 I hope we can have another one in the near future.
4. 27 It provided the kind of experience that I can apply to my own situation.
5. 34 It helped me personally.
6. 42 It solved some problems for me.
7. 38 I think it served its purpose.
8. 39 It had some merits.
9. 13 It was fair.
10. 11 It was neither very good nor very poor.
11. 3 I was mildly disappointed.
12. 10 It was not exactly what I needed.
13. 10 It was too general.
14. 5 I am not taking any new ideas away.
15. 2 It didn't hold my interest.
16. 2 It was too superficial.
17. 1 I leave dissatisfied.
18. ____ It was poorly planned.
19. 1 I didn't learn a thing.
20. ____ It was a complete waste of time.

APPENDIX K

ADULT BASIC EDUCATION

Inservice 10-17-69 Memphis State University

Time	Activity	Person Responsible
4:00-4:15	Overview of Adult Education	Dr. Donnie Dutton
4:15-5:00	Panel	Dr. Donnie Dutton, Chairman Miss Dorothy Halliburton, Leve Mrs. Iola Vaught, Level II Mrs. Royline Hodnett, Level II
5:00-5:15	Break	
5:15-5:45	Guidance Program	Mr. Morris Busby
5:45-6:15	Curriculum Building	Mr. Jimmie Jordan
6:15-6:45	Program Administration	Mr. Blake Welch
6:45-7:00	Inservice Evaluation	Dr. Donnie Dutton

APPENDIX L

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the workshop.

1._____It was one of the most rewqrding experiences I have ever had.

2._____Exactly what I wanted.

3._____I hope we can have another one in the near future.

4._____It provided the kind of experience that I can apply to my own situatio

5._____It helped me personally.

6._____It solved some problems for me.

7._____I think it served its purpose.

8._____It had some merits.

9._____It was fair.

10._____It was neither very good nor very poor.

11._____I was mildly disappointed.

12._____It was not exactly what I needed.

13._____It was too general.

14._____I am not taking any new ideas away.

15._____It didn't hold my interest.

16._____It was much too superficial.

17._____I leave dissatisfied.

18._____It was very poorly planned.

19._____I didn't learn a thing.

20._____It was a complete waste of time.

* Dr. R. Kropp and Dr. C. Verner, Florida State University

IF YOU WISH, ADD ANY COMMENTS ON REVERSE SIDE OF THIS PAGE.

ABE WORKSHOP

1. Sex

_____Male

_____Female

2. Marital Status

_____Single

_____Married

_____Divorced or Separated

_____Widowed

3. Age

_____Less than 35

_____35 and over

4. Degree presently held

_____Less than Bachelor's

_____Bachelor's

_____Master's

_____Specialist

5. Teaching experience in Adult Education

_____Less than 1 academic year

_____1-2 academic years

_____More than 2 academic years

6. Adult Basic Education major teaching level

_____I. (grades 1-3)

_____II. (grades 4-6)

_____III. (grades 7-8)

7. Number of years teaching in public schools other than Adult Basic Education

_____Less than two years

_____2-10 years

_____More than 10 years

8. Has your experience as listed in question 7 been primarily in

_____Elementary Education

_____Secondary Education

_____Other (specify): ____

9. How did the variety and quality of instruction at this workshop meet your individual and professional needs? (Please circle the appropriate answer?

No Value	Little Value	Undecided	Quite Valuable	Extremely Valuable

10. Identify a specific objective that you feel the workshop designers had in mind when planning the program. If you do not feel an objective existed prior to the workshop, say so and please explain why.

____

____

____

11. Please rate the degree of effectiveness of the workshop speakers. (Please circle the appropriate answer)

A. BUSBY:	Very Low	Low	Medium	High	Very High

Comments: ____

____

____

B. DUTTON:	Very Low	Low	Medium	High	Very High

Comments: ____

____

____

C. JORDAN:	Very Low	Low	Medium	High	Very High

Comments: ____

____

____

12. Indicate the degree of interest that you have in the following topics for future workshops.

	Low	Medium	High
Recruitment and Retention	_____	_____	_____
Methods and Techniques	_____	_____	_____
Testing and Evaluation	_____	_____	_____
Curriculum Development	_____	_____	_____
Group Dynamics	_____	_____	_____
Guidance and Counseling	_____	_____	_____
Placement of Students	_____	_____	_____
Adult Learning	_____	_____	_____
Development of Materials	_____	_____	_____
Master Teaching Demonstration	_____	_____	_____
Other (specify) ______________	_____	_____	_____
______________	_____	_____	_____
______________	_____	_____	_____

13. List, in order of importance, the three areas of concern in question 12 that hold the most interest for you.

1. ____

2. ____

3. ____

14. Identify anything that you feel impeded your ability to learn during this workshop

____

____

____

15. Do you feel the workshop experience will increase your effectiveness on the job? _____Yes _____No

Explain your answer: ____

____

____

16. Identify the greatest overall strength(s) of the workshop.

____

____

____

17. Identify the greatest overall weakness(es) of the workshop.

____

____

____

18. A. I am interested in attending Adult Education courses at Memphis State.

_____Yes _____No

If you marked "No" above, please STOP HERE. If "Yes" was marked, please continue.

B. I would prefer Adult Education courses offered at the following level.

_____Graduate _____Undergraduate

C. I would prefer to attend Adult Education classes on the following days. (Please indicate a first and second choice.)

_____Monday _____Thursday
_____Tuesday _____Friday
_____Wednesday _____Saturday

D. I would prefer to attend Adult Education classes at the following time.

_____4:30 - 7:30 p.m.
_____6:00 - 9:00 p.m.
_____Other (specify):__________

APPENDIX M

CONSULTANTS AND STAFF

Mr. Morris Busby
Area Specialist in Guidance
Adult Education
Memphis City Schools

Dr. Donnie Dutton
Associate Professor and
Director of Adult Education
Memphis State University

Miss Dorothy Halliburton
Level I ABE Teacher
Memphis City Schools

Mrs. Royline Hodnett
Level III ABE Teacher
Memphis City Schools

Mr. Jimmie Jordan
Supervisor of Adult Education
Memphis City Schools

Mrs. Iola Vaught
Level II ABE Teacher
Memphis City Schools

Mr. Blake Welch
Assistant Director of Adult Education
Memphis City and Shelby County Schools

APPENDIX N

WORKSHOP PARTICIPANTS

Miss Dorothy Akines
Dunn

Mr. David Anderson
Sheroood Jr.

Mrs. Robbie Aven
Sherwood Jr.

Mr. Richard Banks, Jr.
Westside High

Mrs. Bertha Barry
Cummings

Mrs. Willie B. Brown
Florida

Mrs. Christie Bryant
Longview Elementary

Mrs. Lois Byrd
Cypress Jr.

Mr. King Cladwell, Jr.
A. B. Hill

Mr. Billy R. Cathey
Hawkins Mill

Mr. Bobby Collins
Board of Education

Mrs. Barbara Cooper
Lauderdale

Mrs. Christine Corpal
A. B. Hill

Mrs. Stella Crone
1220 Perkins Terrace

Mrs. Faye C. Deans
1885 Edward

Mrs. Elizabeth Drummond
Kingsbury High

Mr. James F. Drummond
4977 Lynbar

Mrs. Nancy Epperson
3079 Bomah

Mrs. Edna E. Fisher
Hanley

Mr. John E. Gardner, Jr.
Cypress Jr.

Mrs. William T. Gavin
1170 Dearing

Mr. Walter R. Gibson
Leath

Mrs. Thrist N. Green
Hamilton High

Mrs. Marilynn Halfacre
359 Cambridge

Mrs. Dorothy Halliburton
Idlewild

Mrs. Martha Hammett
Cummings School

Mrs. Iris Harris
Klondike

Mr. Floyd Harrison, Jr.
Lester Elementary

Mr. T. C. Heard
Oakhaven High

Miss Judy Henry
Tech High

Miss Nell Hodges
White Station Elementary

Mrs. Royline Hodnett
East Elementary

Mrs. O'Neal Holley
Porter Jr.

Mrs. Claudine Horne
LaRose Guidance Center

Mr. Elbert House
Corry Jr.

Mrs. Shirley Hubbard
35 Fernwood

Mrs. Annette Jackson
Westside Elementary

Mr. Ernest Johnson
Geeter High

Mrs. Katherine Jones
Kansas Street

Mrs. Louise C. Jones
A. B. Hill

Mrs. Linda Kellow
LaRose School

Miss Elizabeth Kenkel
Douglass

Mrs. Irma Laws
Georgia Avenue

Miss Fay D. Lee
Locke

Mrs. Lila Lipscomb
Westside High

Mr. James Luckey
White Station High

Mrs. Sharon T. MacGaw
1034 Court, Apt. 211

Mrs. Lois McHaffie
Tech High

Miss Carolyn Middleton
Knight Road

Mrs. Patricia H. Mosby
Locke

Mr. Marshall Mozingo
Hawkins Mill

Mrs. Helen Nunn
3562 Barron Road

Miss Barbara Parker
2417 Blue Road

Mrs. Hazel E. Parker
1896 Dearing

Mr. James Patrick
Melrose

Mr. James R. Patrick
Oakhaven

Mrs. Barbara Payne
Stafford

Mrs. Elizabeth Plaxico
Prospect Guidance Center

Mr. Glenn Ramsey
Sherwood Jr.

Mrs. Marjorie Rasmussen
Tech High

Mrs. Doris Ray
Cypress Jr.

Mr. Frank H. Reed
Corry Jr.

Mrs. Natalie Reed
3991 No. Watkins #5

Mrs. Alida Scarbrough
334 Buena Vista Place

Mrs. Ann Self
3100 Homewood Drive

Mrs. Lois Simmons
3332 Dawn Drive #5

Mrs. Karen Stafford
3267 Prince George

Mrs. Patsy Stidmon
472 Parkdale

Mrs. Ruby Taylor
LaRose Guidance Center

Mrs. Emily Travis
5056 Newcastle

Mrs. Iola Vaught
Locke

Mrs. Faye Williams
Georgia Avenue

Mr. Lev Williams
1716 So. Orleans #1

Mr. Roosevelt Williams
Rozelle

TABLE 9.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to recruitment and retention

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	0	0.0	8	42.1	11	57.9	19	100.0
Female	5	14.3	5	14.3	25	71.4	35	100.0
Marital Status								
Single	0	0.0	2	22.2	7	77.8	9	100.0
Married	5	14.7	11	32.4	18	52.9	34	100.0
Other	0	0.0	1	10.0	9	90.0	10	100.0
Age								
Less than 35	4	13.3	11	36.7	15	50.0	30	100.0
35 and over	1	4.2	3	12.5	20	83.3	24	100.0
Educational Level								
Bachelor's degree	5	16.7	7	23.3	18	60.0	30	100.0
Master's degree	0	0.0	7	31.8	15	68.2	22	100.0
Experience in ABE								
Less than 1 academic year	4	19.0	9	42.9	8	38.1	21	100.0
1-2 academic years	1	10.0	1	10.0	8	80.0	10	100.0
More than 2 years	0	0.0	4	16.7	20	83.3	24	100.0

ABE Teaching Level								
Level I	0	0.0	2	25.0	6	75.0	8	100.0
Level II	2	11.1	5	27.8	11	61.1	18	100.0
Level III	2	7.4	7	25.9	18	66.7	27	100.0
Years Teaching Experience Other Than ABE								
0-10 years	4	12.9	11	35.5	16	51.6	31	100.0
More than 10 years	1	4.2	3	12.5	20	83.3	24	100.0
Past Experience Has Been in Primarily								
Elementary education	3	8.8	9	26.5	22	64.7	34	100.0
Secondary education	2	10.5	5	26.3	12	63.2	19	100.0

TABLE 10.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to methods and techniques

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	1	4.8	4	19.0	16	76.2	21	100.0
Female	1	2.3	6	13.6	37	84.1	44	100.0
Marital Status								
Single	0	0.0	2	20.0	8	80.0	10	100.0
Married	1	2.3	7	16.3	35	81.4	43	100.0
Other	1	9.1	1	9.1	9	81.8	11	100.0
Age								
Less than 35	0	0.0	5	13.9	31	86.1	36	100.0
35 and over	2	6.7	4	13.3	24	80.0	30	100.0
Educational Level								
Bachelor's degree	1	2.7	6	16.2	30	81.1	37	100.0
Master's degree	1	4.0	2	8.0	22	88.0	25	100.0
Experience in ABE								
Less than 1 academic year	1	3.7	2	7.4	24	88.9	27	100.0
1-2 academic years	0	0.0	2	16.7	10	83.3	12	100.0
More than 2 academic years	1	3.7	6	22.2	20	74.1	27	100.0

ABE Teaching Level							
Level I	0	0.0	3	37.5	5	62.5	8	100.0
Level II	1	4.5	3	13.6	18	81.9	22	100.0
Level III	1	2.9	4	11.4	30	85.7	35	100.0
Years Teaching Experiences Other Than ABE								
0-10 years	1	2.6	8	20.5	30	76.9	39	100.0
More than 10 years	1	3.6	2	7.1	25	89.3	28	100.0
Past Experience Has Been in Primarily								
Elementary education	1	2.5	6	14.6	34	82.9	41	100.0
Secondary education	1	4.2	4	16.7	19	79.1	24	100.0

TABLE 11.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to testing and evaluation

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	3	15.8	7	36.8	9	47.4	19	100.0
Female	3	8.1	11	29.7	23	62.2	37	100.0
Marital Status								
Single	1	12.5	5	62.5	2	25.0	8	100.0
Married	4	10.5	9	23.7	25	65.8	38	100.0
Other	1	10.0	4	40.0	5	50.0	10	100.0
Age								
Less than 35	4	12.9	10	32.3	17	54.8	31	100.0
35 and over	2	8.0	7	28.0	16	64.0	25	100.0
Educational Level								
Bachelor's degree	4	12.5	10	31.3	18	56.2	32	100.0
Master's degree	2	8.7	8	34.8	13	56.5	23	100.0
Experience in ABE								
Less than 1 academic year	4	16.0	4	16.0	17	68.0	25	100.0
1-2 academic years	1	10.0	5	50.0	4	40.0	10	100.0
More than 2 academic years	1	4.6	9	40.9	12	54.5	22	100.0

ABE Teaching Level								
Level I	2	25.0	2	25.0	4	50.0	8	100.0
Level II	2	11.8	5	29.4	10	58.8	17	100.0
Level III	2	6.9	11	37.9	16	55.2	29	100.0
Years Teaching Experience Other Than ABE								
0-10 years	5	14.7	12	35.3	17	50.0	34	100.0
More than 10 years	1	4.3	6	26.1	16	69.6	23	100.0
Past Experience Has Been in Primarily								
Elementary education	3	9.1	10	30.3	20	60.6	33	100.0
Secondary education	3	13.6	8	36.4	11	50.0	22	100.0

TABLE 12.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to curriculum development

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	2	10.0	7	35.0	11	55.0	20	100.0
Female	3	8.3	17	47.2	16	44.5	36	100.0
Marital Status								
Single	0	0.0	4	50.0	4	50.0	8	100.0
Married	5	13.2	16	42.1	17	44.7	38	100.0
Other	1	10.0	3	30.0	6	60.0	10	100.0
Age								
Less than 35	3	9.7	12	38.7	16	51.6	31	100.0
35 and over	2	7.6	12	46.2	12	46.2	26	100.0
Educational Level								
Bachelor's degree	5	16.1	14	45.2	12	38.7	31	100.0
Master's degree	1	4.3	9	39.1	13	56.6	23	100.0
Experience in ABE								
Less than 1 academic year	2	9.1	11	50.0	9	40.9	22	100.0
1-2 academic years	1	9.1	6	54.5	4	36.4	11	100.0
More than 2 academic years	3	12.5	7	29.2	14	58.3	24	100.0

ABE Teaching Level								
Level I	0	0.0	6	75.0	2	25.0	8	100.0
Level II	1	5.0	9	45.0	10	50.0	20	100.0
Level III	5	17.9	8	28.6	15	53.5	28	100.0
Years Teaching Experience Other Than ABE								
0-10 years	4	12.5	12	37.5	16	50.0	32	100.0
More than 10 years	2	7.6	12	46.2	12	46.2	26	100.0
Past Experience Has Been in Primarily								
Elementary education	3	8.3	15	41.7	18	50.0	36	100.0
Secondary education	3	14.2	9	42.9	9	42.9	21	100.0

TABLE 13.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to group dynamics

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	1	5.3	5	26.3	13	68.4	19	100.0
Female	3	8.3	19	52.8	14	38.9	36	100.0
Marital Status								
Single	0	0.0	6	60.0	4	40.0	10	100.0
Married	4	11.4	14	40.0	17	48.6	35	100.0
Other	0	0.0	4	40.0	6	60.0	10	100.0
Age								
Less than 35	3	9.6	14	45.2	14	45.2	31	100.0
35 and over	1	4.0	12	48.0	12	48.0	25	100.0
Educational Level								
Bachelor's degree	4	12.5	13	40.6	15	46.9	32	100.0
Master's degree	0	0.0	10	47.6	11	52.4	21	100.0
Experience in ABE								
Less than 1 academic year	3	13.6	12	54.5	7	31.9	22	100.0
1-2 academic years	0	0.0	6	54.5	5	45.5	11	100.0
More than 2 academic years	1	4.4	7	30.4	15	65.2	23	100.0

ABE Teaching Level								
Level I	2	25.0	4	50.0	2	25.0	8	100.0
Level II	0	0.0	13	72.2	5	27.8	18	100.0
Level III	2	7.1	7	25.0	19	67.9	28	100.0
Years Teaching Experience Other Than ABE								
1-10 years	3	9.1	13	39.4	17	51.5	33	100.0
More than 10 years	1	4.2	13	54.2	10	41.6	24	100.0
Past Experience Has Been in Primarily								
Elementary education	2	5.4	20	54.1	15	40.5	37	100.0
Secondary education	2	10.0	6	30.0	12	60.0	20	100.0

TABLE 14.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to guidance and counseling

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	2	10.5	5	26.3	12	63.2	19	100.0
Female	6	15.8	12	31.6	20	52.6	38	100.0
Marital Status								
Single	0	0.0	4	57.1	3	42.9	7	100.0
Married	8	20.0	10	25.0	22	55.0	40	100.0
Other	1	11.1	3	33.3	5	55.6	9	100.0
Age								
Less than 35	5	15.2	10	30.3	18	54.5	33	100.0
35 and over	3	12.0	7	28.0	15	60.0	25	100.0
Educational Level								
Bachelor's degree	6	17.1	10	28.6	19	54.3	35	100.0
Master's degree	3	14.3	6	28.6	12	57.1	21	100.0
Experience in ABE								
Less than 1 academic year	7	30.4	8	34.8	8	34.8	23	100.0
1-2 academic years	1	8.3	4	33.3	7	58.4	12	100.0
More than 2 academic years	1	4.3	5	21.7	17	74.0	23	100.0

ABE Teaching Level								
Level I	1	12.5	3	37.5	4	50.0	8	100.0
Level II	5	25.0	6	30.0	9	45.0	20	100.0
Level III	3	10.3	8	27.6	18	62.1	29	100.0
Years Teaching Experience Other Than ABE								
0-10 years	7	20.0	8	22.9	20	57.1	35	100.0
More than 10 years	2	8.3	9	37.5	13	54.2	24	100.0
Past Experience Has Been in Primarily								
Elementary education	6	16.7	13	36.1	17	47.2	36	100.0
Secondary education	3	14.3	4	19.0	14	66.7	21	100.0

TABLE 15.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to student placement

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	1	5.3	7	36.8	11	57.9	19	100.0
Female	8	21.1	6	15.8	24	63.1	38	100.0
Marital Status								
Single	1	14.3	4	57.1	2	28.6	7	100.0
Married	5	12.8	7	17.9	27	69.3	39	100.0
Other	3	30.0	3	30.0	4	40.0	10	100.0
Age								
Less than 35	4	12.9	11	35.5	16	51.6	31	100.0
35 and over	5	19.2	3	11.5	18	69.3	26	100.0
Educational Level								
Bachelor's degree	6	18.2	8	24.2	19	57.6	33	100.0
Master's degree	3	13.0	6	26.1	14	60.9	23	100.0
Experience in ABE								
Less than 1 academic year	5	20.0	6	24.0	14	56.0	25	100.0
1-2 academic years	2	18.2	3	27.3	6	54.5	11	100.0
More than 2 academic years	2	9.1	5	22.7	15	68.2	22	100.0

ABE Teaching Level								
Level I	2	25.0	1	12.5	5	62.5	8	100.0
Level II	4	21.1	4	21.1	11	57.8	19	100.0
Level III	3	10.3	9	31.0	17	58.7	29	100.0
Years Teaching Experience Other Than ABE								
0-10 years	4	12.1	11	33.3	18	54.6	33	100.0
More than 10 years	5	20.0	3	12.0	17	68.0	25	100.0
Past Experience Has Been in Primarily								
Elementary education	6	17.1	9	25.7	20	57.2	35	100.0
Secondary education	3	15.0	5	25.0	12	60.0	20	100.0

TABLE 16.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to adult learning

Characteristic	Degree of Interest							
	Low		Medium		High			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	0	0.0	4	21.1	15	78.9	19	100.0
Female	1	2.5	8	20.0	31	77.5	40	100.0
Marital Status								
Single	0	0.0	3	33.3	6	66.7	9	100.0
Married	2	5.1	8	20.5	29	74.4	39	100.0
Other	0	0.0	1	10.0	9	90.0	10	100.0
Age								
Less than 35	1	3.2	11	35.5	19	61.3	31	100.0
35 and over	1	3.6	1	3.6	26	92.8	28	100.0
Educational Level								
Bachelor's degree	2	5.9	6	17.6	26	76.5	34	100.0
Master's degree	0	0.0	6	25.0	18	75.0	24	100.0
Experience in ABE								
Less than 1 academic year	2	8.3	7	29.2	15	62.5	24	100.0
1-2 academic years	0	0.0	3	27.3	8	72.7	11	100.0
More than 2 academic years	0	0.0	2	8.0	23	92.0	25	100.0

ABE Teaching Level								
Level I	0	0.0	3	33.3	6	66.7	9	100.0
Level II	2	10.5	5	26.3	12	63.2	19	100.0
Level III	0	0.0	4	13.8	25	86.2	29	100.0
Years Teaching Experience Other Than ABE								
0-10 years	1	2.9	10	29.4	23	67.7	34	100.0
More than 10 years	1	3.8	2	7.7	23	88.5	26	100.0
Past Experience Has Been in Primarily								
Elementary education	2	5.4	7	18.9	28	75.7	37	100.0
Secondary education	0	0.0	5	23.8	16	76.2	21	100.0

TABLE 17.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to the development of materials

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	2	10.5	6	31.6	11	57.9	19	100.0
Female	2	5.9	12	35.3	20	58.8	34	100.0
Marital Status								
Single	0	0.0	2	25.0	6	75.0	8	100.0
Married	4	11.8	13	38.2	17	50.0	34	100.0
Other	1	9.1	2	18.2	8	72.7	11	100.0
Age								
Less than 35	3	10.0	10	33.3	17	56.7	30	100.0
35 and over	2	8.7	8	34.8	13	56.5	23	100.0
Educational Level								
Bachelor's degree	4	14.3	9	32.1	15	53.6	28	100.0
Master's degree	1	4.2	8	33.3	15	62.5	24	100.0
Experience in ABE								
Less than 1 academic year	4	17.4	8	34.8	11	47.8	23	100.0
1-2 academic years	0	0.0	5	45.5	6	54.5	11	100.0
More than 2 academic years	1	5.0	5	25.0	14	70.0	20	100.0

ABE Teaching Level								
Level I	1	12.5	2	25.0	5	62.5	8	100.0
Level II	2	11.1	6	33.3	10	55.6	18	100.0
Level III	2	7.7	9	34.6	15	57.7	26	100.0
Years Teaching Experience Other Than ABE								
0-10 years	4	13.3	9	30.0	17	56.7	30	100.0
More than 10 years	1	4.2	9	37.5	14	58.3	24	100.0
Past Experience Has Been in Primarily								
Elementary education	2	5.9	11	32.4	21	61.7	34	100.0
Secondary education	3	15.0	7	35.0	10	50.0	20	100.0

TABLE 18.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to a master teaching demonstration

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	0	0.0	5	23.8	16	76.2	21	100.0
Female	2	4.4	5	11.1	38	84.5	45	100.0
Marital Status								
Single	1	10.0	0	0.0	9	90.0	10	100.0
Married	2	4.5	7	15.9	35	79.6	44	100.0
Other	0	0.0	3	25.0	9	75.0	12	100.0
Age								
Less than 35	1	2.9	5	14.7	28	82.4	34	100.0
35 and over	2	6.3	5	15.6	25	78.1	32	100.0
Educational Level								
Bachelor's degree	2	5.6	6	16.7	28	77.7	36	100.0
Master's degree	1	3.7	4	14.8	22	81.5	27	100.0
Experience in ABE								
Less than 1 academic year	1	3.8	6	23.1	19	73.1	26	100.0
1-2 academic years	1	8.3	1	8.3	10	83.4	12	100.0
More than 2 academic years	1	3.4	3	10.3	25	86.3	29	100.0

ABE Teaching Level								
Level I	1	10.0	1	10.0	8	80.0	10	100.0
Level II	1	4.5	2	9.1	19	86.4	22	100.0
Level III	1	3.0	6	18.2	26	78.8	33	100.0
Years Teaching Experience Other Than ABE								
0-10 years	1	2.6	4	10.3	34	87.1	39	100.0
More than 10 years	2	7.1	6	21.4	20	71.5	28	100.0
Past Experience Has Been in Primarily								
Elementary education	3	7.3	3	7.3	35	85.4	41	100.0
Secondary education	0	0.0	7	29.2	17	70.8	24	100.0

TABLE 19.--The association of selected characteristics of adult basic education personnel and the degree of interest in attending a workshop relative to consumer education

Characteristic	Degree of Interest							
	Low		Medium		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	0	0.0	9	60.0	6	40.0	15	100.0
Female	6	17.1	18	51.4	11	31.5	35	100.0
Marital Status								
Single	1	11.1	5	55.6	3	33.3	9	100.0
Married	4	14.3	13	46.4	11	39.3	28	100.0
Other	1	8.3	(8.7	66.7	3	25.0	12	100.0
Age								
Less than 35	4	16.0	14	56.0	7	28.0	35	100.0
35 and over	2	8.0	14	56.0	9	36.0	25	100.0
Educational Level								
Bachelor's degree	4	14.8	15	55.6	8	29.6	27	100.0
Master's degree	2	10.0	9	45.0	9	45.0	20	100.0
Experience in ABE								
Less than 1 academic year	3	15.0	10	50.0	7	35.0	20	100.0
1-2 academic years	2	22.2	6	66.7	1	11.1	9	100.0
More than 2 academic years	1	5.0	10	50.0	9	45.0	20	100.0

ABE Teaching Level								
Level I	2	28.6	5	71.4	0	0.0	7	100.0
Level II	1	7.1	7	50.0	6	42.9	14	100.0
Level III	3	11.5	12	46.2	11	42.3	26	100.0
Years Teaching Experience Other Than ABE								
0-10 years	4	13.8	13	44.8	12	41.4	29	100.0
More than 10 years	2	9.1	15	68.2	5	22.7	22	100.0
Past Experience Has Been in Primarily								
Elementary education	3	10.0	19	63.3	8	26.7	30	100.0
Secondary education	3	15.8	9	47.4	7	36.8	19	100.0

TABLE 20.--The association of sex of the participants and their preference of potential workshops based on combining their first, second, and third choices

Subject	Sex			
	Male		Female	
	Number	Per cent	Number	Per cent
Recruitment and Retention	5	8.3	10	7.2
Methods and Techniques	14	23.4	34	24.5
Testing and Evaluation	2	3.3	7	5.0
Curriculum Development	5	8.3	9	6.5
Group Dynamics	5	8.3	6	4.3
Guidance and Counseling	5	8.3	13	9.4
Placement of Students	5	8.3	7	5.0
Adult Learning	11	18.4	12	8.6
Development of Materials	1	1.7	8	5.8
Master Teaching Demonstration	6	10.0	26	18.7
Consumer Education	1	1.7	7	5.0
TOTAL	60	100.0	139	100.0

TABLE 21.--The association of marital status of the participants and their preference of potential subjects based on combining their first, second, and third choices

Subject	Marital Status					
	Single		Married		Other	
	Number	Per cent	Number	Per cent	Number	Per cent
Recruitment and Retention	2	6.7	7	5.4	4	12.1
Methods and Techniques	8	26.7	31	23.8	9	27.3
Testing and Evaluation	1	3.3	6	4.6	2	6.1
Curriculum Development	3	10.0	9	6.9	2	6.1
Group Dynamics	3	10.0	6	4.6	2	6.1
Guidance and Counseling	2	6.7	11	8.5	3	9.0
Placement of Students	1	3.3	11	8.5	0	0.0
Adult Learning	2	6.7	16	12.4	3	9.0
Development of Materials	1	3.3	6	4.6	2	6.1
Master Teaching Demonstration	5	16.6	22	16.9	5	15.2
Consumer Education	2	6.7	5	3.8	1	3.0
TOTAL	30	100.0	130	100.0	33	100.0

TABLE 22.--The association of age of the participants and their preference of potential workshop subjects based on combining their first, second, and third choices

Subject	Age			
	Less Than 35		35 and over	
	Number	Per cent	Number	Per cent
Recruitment and Retention	5	4.8	9	9.7
Methods and Techniques	28	26.9	21	22.6
Testing and Evaluation	5	4.8	4	4.3
Curriculum Development	8	7.7	6	6.5
Group Dynamics	7	6.7	4	4.3
Guidance and Counseling	10	9.6	8	8.6
Placement of Students	8	7.7	4	4.3
Adult Learning	9	8.7	13	14.0
Development of Materials	6	5.8	3	3.2
Master Teaching Demonstration	16	15.4	15	16.0
Consumer Education	2	1.9	6	6.5
TOTAL	104	100.0	93	100.0

TABLE 23.--The association of the educational level of the participants and their preference of potential workshop subjects based on combining their first, second, and third choices

Subject	Educational Level			
	Bachelor's Degree		Master's Degree	
	Number	Per cent	Number	Per cent
Recruitment and Retention	8	6.9	5	6.6
Methods and Techniques	27	23.5	20	26.3
Testing and Evaluation	7	6.1	2	2.6
Curriculum Development	7	6.1	6	7.9
Group Dynamics	7	6.1	4	5.3
Guidance and Counseling	11	9.6	6	7.9
Placement of Students	9	7.8	3	3.9
Adult Learning	13	11.3	9	11.8
Development of Materials	4	3.5	4	5.3
Master Teaching Demonstration	19	16.5	12	15.8
Consumer Education	3	2.6	5	6.6
TOTAL	115	100.0	76	100.0

TABLE 24.--The association of the years of teaching experience in adult basic education possessed by the participants and their preference of potential workshop subjects based on combining their first, second, and third choices

Subject	Experience					
	Less Than 1 Academic Year		1-2 Academic Years		More Than 2 Academic Years	
	Number	Per cent	Number	Per cent	Number	Per cent
Recruitment and Retention	4	4.8	4	10.8	7	8.6
Methods and Techniques	25	30.5	9	24.4	15	18.5
Testing and Evaluation	4	4.9	1	2.7	4	4.9
Curriculum Development	6	7.3	1	2.7	7	8.6
Group Dynamics	5	6.1	2	5.4	4	4.9
Guidance and Counseling	3	3.7	5	13.5	10	12.3
Placement of Students	6	7.3	2	5.4	4	4.9
Adult Learning	12	14.6	3	8.1	8	9.9
Development of Materials	5	6.1	3	8.1	1	1.3
Master Teaching Demonstration	9	11.0	7	18.9	16	19.8
Consumer Education	3	3.7	0	0.0	5	6.3
TOTAL	82	100.0	37	100.0	81	100.0

TABLE 25.--The association of the adult teaching level of the participants and their preference of potential workshop subjects based on combining their first, second, and third choices

Subject	Teaching Level					
	Level I		Level II		Level III	
	Number	Per cent	Number	Per cent	Number	Per cent
Recruitment and Retention	4	16.0	4	6.3	7	6.9
Methods and Techniques	7	28.0	15	23.4	25	24.5
Testing and Evaluation	1	4.0	0	0.0	5	4.9
Curriculum Development	0	0.0	9	14.0	5	4.9
Group Dynamics	1	4.0	3	4.7	6	5.9
Guidance and Counseling	3	12.0	5	7.8	10	9.8
Placement of Students	2	8.0	3	4.7	6	5.9
Adult Learning	2	8.0	6	9.3	13	12.7
Development of Materials	1	4.0	3	4.7	5	4.9
Master Teaching Demonstration	4	16.0	12	18.8	16	15.7
Consumer Education	0	0.0	4	6.3	4	3.9
TOTAL	25	100.0	64	100.0	102	100.0

TABLE 26.--The association of the years of teaching in public schools other than adult basic education possessed by the participants and their perference of potential workshop subjects based on combining their first, second, and third choices

Subject	Years Experience			
	Less than 2 years		More than 2 years	
	Number	Per cent	Number	Per cent
Recruitment and Retention	6	5.1	9	11.1
Methods and Techniques	28	23.5	21	25.9
Testing and Evaluation	5	4.2	4	4.9
Curriculum Development	8	6.7	6	7.4
Group Dynamics	9	7.6	2	2.5
Guidance and Counseling	10	8.4	8	9.9
Placement of Students	8	6.7	4	4.9
Adult Learning	14	11.8	9	11.1
Development of Materials	5	4.2	4	4.9
Master Teaching Demonstration	21	17.6	11	13.6
Consumer Education	5	4.2	3	3.8
TOTAL	119	100.0	81	100.0

TABLE 27.--The association of whether previous teaching experience was in elementary or secondary education and their preference of potential workshop subjects, based on combining their first, second, and third choices

Subject	Level			
	Elementary		Secondary	
	Number	Per cent	Number	Per cent
Recruitment and Retention	6	4.8	5	7.9
Methods and Techniques	31	24.8	17	27.0
Testing and Evaluation	6	4.8	2	3.2
Curriculum Development	13	10.4	1	1.6
Group Dynamics	6	4.8	5	7.9
Guidance and Counseling	12	9.6	4	6.3
Placement of Students	7	5.6	5	7.9
Adult Learning	11	8.8	11	17.5
Development of Materials	6	4.8	3	4.8
Master Teaching Demonstration	22	17.6	9	14.3
Consumer Education	5	4.0	1	1.6
TOTAL	125	100.0	63	100.0

TABLE 28.--The association of selected characteristics of adult basic education personnel and whether they were interested in attending adult education courses at Memphis State

Characteristic	Interest					
	Yes		No		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Sex						
Male	12	60.0	8	40.0	20	100.0
Female	31	59.6	21	40.4	52	100.0
Marital Status						
Single	7	58.3	5	41.7	12	100.0
Married	26	57.8	19	42.2	45	100.0
Other	8	57.1	6	42.9	14	100.0
Age						
Less than 35	23	63.9	13	36.1	36	100.0
35 and over	20	55.6	16	44.4	36	100.0
Educational Level						
Bachelor's degree	24	60.0	16	40.0	40	100.0
Master's degree	18	64.3	10	35.7	28	100.0
Experience in ABE						
Less than 1 academic year	13	48.1	14	51.9	27	100.0
1-2 academic years	11	84.6	2	15.4	13	100.0
More than 2 academic years	19	59.4	13	40.6	32	100.0

ABE Teaching Level						
Level I	3	30.0	7	70.0	10	100.0
Level II	11	50.0	11	50.0	22	100.0
Level III	27	73.0	10	27.0	37	100.0
Years Teaching Experience Other Than ABE						
0-10 years	27	62.8	16	37.2	43	100.0
More than 10 years	16	53.3	14	46.7	30	100.0
Past Experience Has Been in Primarily						
Elementary education	27	58.7	19	41.3	46	100.0
Secondary education	14	58.3	10	41.7	24	100.0

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